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ABSTRACT

This reference resource provides a comprehensive listing of tests, keyed to behavioral and educational objectives of elementary school education. Each test, or when appropriate, a subtest of a test, was evaluated by educators and measurement specialists. Four main criteria were selected for evaluating the tests: measurement validity, examinee appropriateness, administrative usability, and normed technical excellence; these four main criteria are sub-divided into 24 aspects. Approximately 1600 scales and subscales of the listed tests are given a numerical rating for each of the 24 aspects (based on given standards) and are then graded as good, fair, or poor for each of the main criteria. Each grade level section details 145 goals of elementary school education and lists the published instruments readily available to assess achievement of each goal at the level. Categories covered by the tests include affective and personality characteristics, arts and crafts, career education, cognitive and intellectual skills, foreign language, language arts, mathematics, music, perceptual and motor skills, physical and health education, reading, religion and ethics, science, and social studies. Test objectives, relevant test titles, and the test evaluations appear in one table for each grade. Indexes of goals and tests are included. Also appended are a list of goal references and a directory of test publishers and distributors. (MV)

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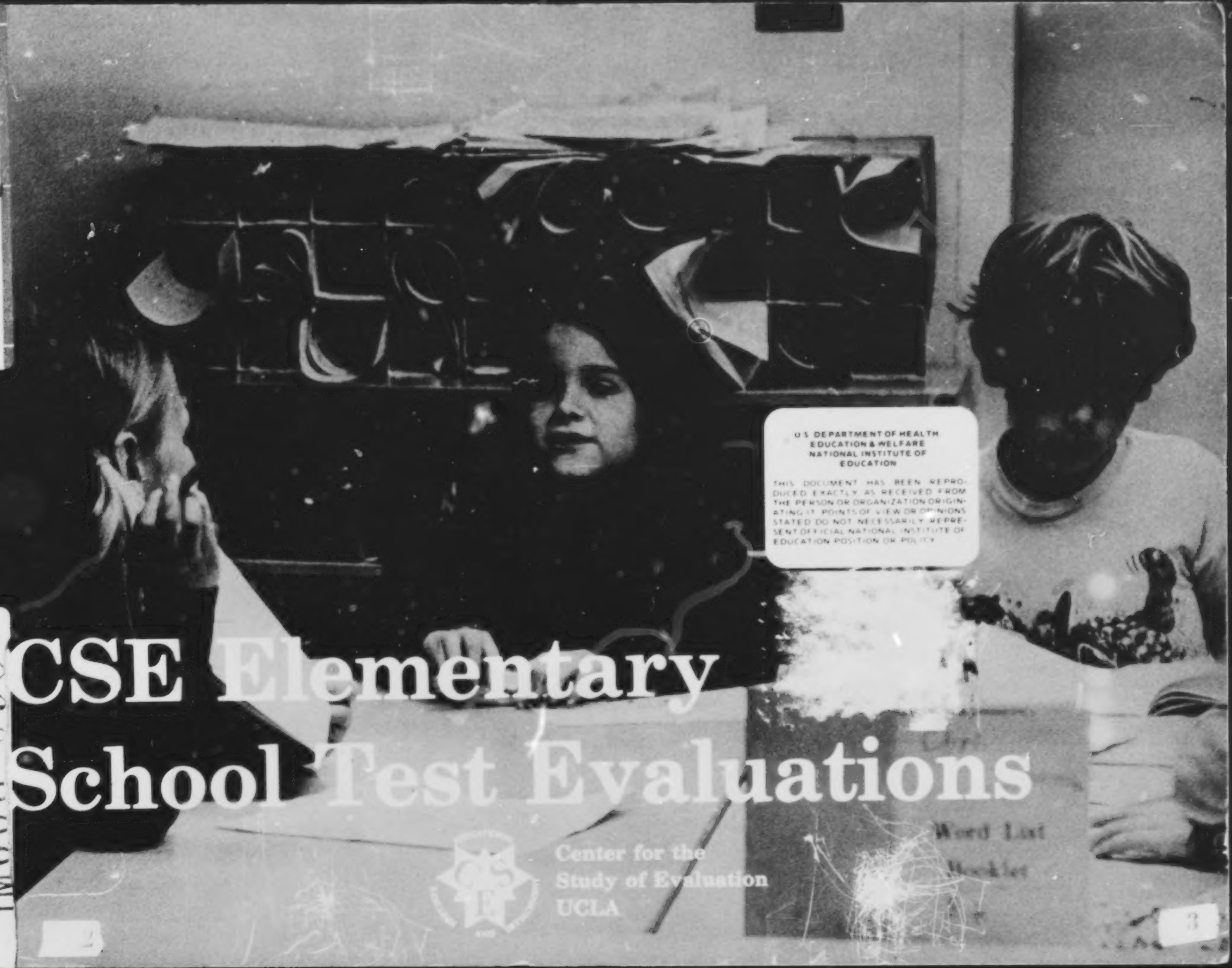

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CSE Elementary School Test Evaluations

Center for the
Study of Evaluation
UCLA

CSE ELEMENTARY SCHOOL TEST EVALUATIONS

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*the 1970 edition is of little more than historical interest. Copies will be available only while the present supply lasts.

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FOREW

The Center for the Study of Evaluation (CSE) has developed over the last ten years into an organization concerned exclusively with issues in the evaluation of social programs. Because of the pressing need to improve evaluation procedures in public schools, much of the activity generated by CSE has been directed to providing usable tools for immediate implementation in school programs. Although the Center has a rich history and continued commitment to the investigation of evaluation problems from theoretical perspectives, the present publication, *CSE Elementary School Test Evaluations,* is intended to provide assistance to consumers of educational measures for elementary schools. The emphasis in the preparation of this publication has been practical. The success of this effort will be determined by the extent of actual use of the *CSE Elementary School Test Evaluations,* the kinds of decisions it facilitates, and ultimately, the improvement it supports of school programs so that children are better served.

While the evaluation of problems confronting school personnel are numerous and increasing, CSE has chosen to avoid a crisis reaction addressing these concerns. Rather, CSE has framed its response systematically in the context of a model of evaluation. This model, developed in its present form by Marvin C. Alkin, relates evaluation requirements to stages of educational decision making. In brief, they are: Needs Assessment, Program Planning, Implementation Evaluation, Progress Evaluation, and Outcome Evaluation. Other theorists have formulated approaches to evaluation that are compatible with the Alkin model; CSE is seriously exploring a wide range of interpretations appropriate for stages in this model. For instance, in the Needs Assessment phase, procedures used by evaluators focused on a "sort and rate" process for identifying priorities in program objectives. Adequate needs assessment might take many other forms, and the range of useful alternatives must be expanded. Similarly, designers of instructional programs have often interpreted their responsibilities in objective-based projects in ways which maximize efficiency and minimize diversity. Clearly, it does not automatically follow that because program planning is systematically conceptualized, programs so planned must exhibit uniformity of design. CSE, in revising its present products, and in designing new ones, is consciously attempting to provide diverse examples and alternative methods that will lead to informed evaluation judgments. This planned expansion of alternative options will allow the Center's work to become more responsive and adaptable to the particular needs of local sites. For instance, adaptation of CSE products to make them more useful in multi-cultural settings represents an important thrust of present Center activity.

Of most importance, however, is CSE's recognition that ultimately evaluation problems must be solved in the local setting by personnel who have long term commitments to their own work place. Solutions that are presented from "outside" or "above" may generate short term enthusiasm that is likely to evaporate soon after the departure of the consultant. Thus, CSE makes every effort to support the strengthening of on-site staff competencies and resources. The Evaluation Technologies Program of CSE is devoted to the preparation, testing, and revision of kit, workshop, and resource materials to assist local staff in solving their own evaluation problems. The *Evaluation KIT Series* provides written procedures to facilitate school personnel evaluation responsibilities. The *Workshop Series* is intended to provide face-to-face learning experiences in all stages of the model. And the *Test Evaluation Series* is designed as a set of resources to assist in selection of measurement instruments. It is the intention of CSE to provide materials and procedures that stand alone and do not require continued monitoring, implementation, or interference by the developing agency. Thus all materials produced in the Evaluation Technologies Program are designed to be replicable and exportable.

Because we view the development of useful evaluation supports as continuous and formative, we are anxious to hear about your personal experience with our resources. We would like to know where the materials have proven especially useful, where you have adapted them to local requirements, or where difficulties have been encountered and supplements or revisions are necessary. For the Center to implement a practice-oriented position, it must have continuing conversations with practitioners. We encourage you to write us and share your experiences with our products.

We are confident that this particular publication, developed with care and attention by an excellent professional staff, will serve a valuable function in your school situation. We need your personal verification.

Eva L. Baker
Director

INTRO

Six years ago, the Center for the Study of Evaluation published its first book in the test evaluation series, *CSE Elementary School Test Evaluations* (Hoepfner, Strickland, Stangel, Jansen, and Patalino, 1970). Tests appearing in that book were evaluated in 1969 and 1970, and, consequently, its usefulness as a guide to currently obtainable tests diminished with each new or revised test that became available during the next five years. Several large-scale revisions of nationally used tests were published in that period, as well as many special tests measuring student characteristics previously untested at the elementary school level. Such developments made clear the need for an update and revision of the first elementary test evaluation book. This 1976 edition is our response to that need.

It is different from the 1970 book not only in its inclusion of revised and new instruments, but also in its incorporation of new educational goals that have gained attention during the interim and in its stress upon the evaluation of more practical aspects of tests. Notwithstanding such changes, the intent of this book and its organization remain very similar to those of the first book, so that the reader who has facility in using the first book, or any other in the series, will find this test evaluation book equally easy to use.

The intervening five years have seen a continuous growth in the demand for educational accountability. In response to the demand, administrators are giving increased attention to measures that depend upon observations, planned interactions, and unobtrusive archival records. None of this has diminished the importance of measuring student achievement. Its importance is still central to educational accountability, and is likely to remain so. But the new accountability demands have brought about a radical change in the complexion of tests used at the elementary level. In addition to the tests of verbal-quantitative "thinking" and of "intelligence", there is a whole new arsenal of instruments much more closely aligned to the specific educational goals on which educators are focusing their efforts.

The reader who compares a ten-year-old test catalog with one of today can see this change: The *educational use* of tests for *educational purposes* has grown immensely. Many would say, however, that it has not grown enough. Not that educators should use more tests, necessarily, but that they should use tests that are educationally better. "Better" tests are explicitly referenced to educational goals, with the subsequent test development and analysis subordinated to that referencing. For various reasons, this well-referenced arsenal of tests does not yet exist. But the accountability demands do exist and must be met. In order for test measures to account fairly for student progress, they must assess the educational goals of teacher-directed experiences in the local school. When an instructional program has been carried out, the educator wants a test that measures the objectives of that program, and only those objectives. Since tests do not usually come tailor-made, some educators will try to employ the best tests available in the most goal-referenced way possible.

This book is designed to enable educators to do just that. It provides a comprehensive goal taxonomy that will mediate between the educational objectives of the user and the objectives measured by commercially available tests. Users should be able to locate the goals in our taxonomy that most nearly correspond to *their* goals. We, in turn, have assigned tests to the goals in our taxonomy that best reflect what each test appears to measure. All tests measuring the same goal will be found listed together under the goal title. In this way, the user can see at a glance what, if any, tests are available that address relevant goals, compare our ratings for those tests, and select instruments that have the qualities that are most valued.

If the test is a unitary instrument, and the user wishes to make assessments only on the goal area in question, then selection of the particular test involves little more than choosing that test with the highest ratings (the more sophisticated user may wish to give special attention to certain particular rating criteria that are of particular importance to the user, such as the ease of scoring or the size of the testing group). If the potential tests are subscales of larger batteries, the decision is more complicated; the user must decide if it will be useful to assess student standing on the goals assessed by the remaining subscales of the battery, or what the tradeoffs are in selecting a number of subscales from different tests. The user will be concerned with maximizing useful information and in doing so at a reasonable cost. For each test, it is usually possible to write to the appropriate test publisher to obtain a specimen test at nominal cost in order to get further data for making final test-selection decisions.

For a given goal area, it is possible that none of the tests listed will provide a satisfactory assessment instrument. Should this occur, the user may consider such alternatives as examining the availability of published criterion-referenced tests, developing local tests, contracting for the development of appropriate tests, or simply using the best tests available with their deficiencies known and made explicit.

But if tests are available, what are the qualities by which they should be valued or chosen? Careful consideration of the purposes to be served by the measuring instrument will identify qualities over and above those generally considered in introductory texts of educational measurement. For purposes of discussion, we have divided those qualities into four major categories: Measurement Validity (what is being measured), Examinee Appropriateness (who is being measured), Administrative Usability (how the measure is made), and Normed Technical Excellence (what is the technical quality of the measure).

What is Being Measured? When the test user asks about a test's validity, the primary concern is with *what* the test is measuring. This concern is a direct consequence of the need to reference the test to some specified educational goal. It is no longer satisfactory for a test publisher to state that the test measures a goal of education; he must specify the goal, its limitations and extensions, and its manifestations in terms of behaviors to be learned. Then the publisher should present some documentation that the claims are in fact supported.

Publishers may document the goal-referenced nature of a test by a listing and categorization of the items into specific objectives, by a matching of items to curriculum materials, by obtaining the judgments of teachers and curriculum experts that the stated goals are being addressed, or by reporting empirical evidence in the form that textbooks refer to as validity. Any of these approaches can provide legitimate support for the publisher's view of the meaning of a test.

Who is Being Measured? A consideration as important as the *what* of a test is the *who*. Appropriate tests are developed with the limitations and capabilities of the target population in mind. In the case of elementary tests, it is crucial that the difficulty of items, the tasks, and the vocabulary used be suitable for examinees at the recommended grade level. In addition, it is desirable that a test honestly present itself for what it is and not attempt to trick the examinees, and that the instructions specify what will count in scoring the test. Any element of a test that misleads, confuses, or alienates students can affect student attitudes and scores in undesirable ways, and therefore may violate what might be called "examinee's rights."

How is the Measure Made? The *how* question is concerned with requirements for administering, scoring, and interpreting the test. Large-scale accountability efforts are usually matched by equally large-scale testing programs. School systems can hardly be expected to pay for testing programs that will demand time, money, and personnel not already available at the school site. The number of students that can be simultaneously tested, the simplicity of procedures for scoring and interpretation, and the usability of score interpretations are important issues in this category.

What is the Technical Quality of the Measure? Last, and probably least, of the educator's concerns in selecting and evaluating tests are the technical measurement aspects. Although not well understood by many test users, the technical qualities of test scores underpin the meaningfulness of evaluation findings for individual students or for school districts.

So far, the reader can see that we have set up four main categories of criteria on which we feel tests should be evaluated and selected. The remainder of this introduction will address those criteria more carefully and completely, so that the reader will understand just how we arrived at the test evaluations that comprise the major portion of this book.

EDUCATIONAL GOALS TO WHICH TESTS MAY BE REFERENCED

The notion of evaluation, like the notion of judgment, always carries with it the implicit or explicit establishment of criteria. Because tests differ not only in how well they measure, but in what they measure, we need some systematic way to approach both questions in order for our judgments to be generally helpful. The establishment of a universe of "whats", or educational goals, as we shall call them, requires some discussion, since such goals have been the focus of a long and hotly disputed philosophical argument.

Aside from the issue of who establishes the goals of education, there is the problem of how the goals are chosen, organized, and even phrased. Their phrasing and position within the universe of educational phenomena are highly, but usually clandestinely, dependent upon an underlying conception of how the educational universe is or should be organized. In this book, our formulation of a universe of goals for education deals with what are called "student outcomes", on the assumption that such outcomes are the real ends, and not the means, of education. There is a great range and scope of outcomes expected of students in elementary education, and there are many perspectives from which similar goals are described in the literature. Consequently, elementary goal formulation demands care in minimizing redundancy together with concern for completeness. For the most part, the goals in this book are described in terms that are neither as specific as behavioral objectives nor as general as curricular objectives. Such a policy has enabled us to be relatively brief in our description of outcomes while observing significant distinctions among elementary school goals.

Our procedure, and surely not the only route that we could have taken, was to divide elementary education into its current major disciplines. We decided upon fourteen major goal areas that we thought would cover what educators throughout the country expected of elementary students. The familiar discipline categories were chosen to minimize the amount of confusion as to where any one goal might be found. These major categories, in alphabetical order, are: affective and personality characteristics, arts and crafts, career education, cognitive and intellectual skills, foreign language, language arts, mathematics, music, perceptual and motor skills, physical education and health education, reading, religion and ethics, science, and social studies. These major categories were then divided into a hierarchy of supergoals and goals, which became the organizing elements of the test evaluations that follow in this book.

It will be clear to most educators and people interested in the philosophical issues of goal setting and curriculum development that our categorization scheme is rather arbitrary, and indeed a bit old-fashioned. While the subject-matter or content organization of education is not in vogue today, it seemed to be the most widely understandable and unambiguous way to make a systematically consistent division of educational outcomes. This division is one that everyone can understand, even if they do not endorse it.

The goals and objectives listed below comprise the system into which all the tests were classified and upon which they were evaluated in terms of *what* they measure. The breadth and extent of each goal's description was based upon a careful review of such documents as curriculum guides, textbooks, and district plans.

Some of these resources are listed in Appendix A of this book to enable the reader to understand better the nature and direction of our categorization system.

Other elements of our goal taxonomy were more arbitrarily determined. Decisions had to be made as to the wording of category names, goal names, and goal descriptions; whether to split a goal into two, or merge two goals into one; and whether to include the particular outcomes in one or another goal. These difficult and sometimes painful decisions, the responsibility of a team developing the goal system, were reached through much discussion and several conferences with specialists in elementary education. We feel that the results of the investigation and deliberation, listed and described below, will enable the user of this book to interpret the goals in a manner that will facilitate the selection of testing instruments.

GOALS OF ELEMENTARY EDUCATION

AFFECTIVE AND PERSONALITY TRAITS

1. PERSONAL TEMPERAMENT

A. Self-Assertion

Is independent and self-assured. Defends own values and preferences. Relates to others without being overly dominant or passive, bold or shy.

B. Emotional Stability

Is generally cheerful, composed, realistic, and optimistic. Reacts well to criticism, failure, and success, and copes with uncertainty.

C. Responsibility and Self-Control

Takes responsibility for own actions. Is conscientious, dependable, and neat. Controls impulsive behavior, and demonstrates self-discipline. Seldom is nervously or aimlessly active and seldom daydreams. Makes reasonable decisions in dealing with personal problems.

2. SOCIALIZATION

A. Social Awareness

Is aware of own behavior and motivations, and understands the motivations, needs, and roles of others. Is sensitive to other people's feelings, tries to see their points of view, and is interested in the reasons for their behavior.

B. Social Values and Conduct

Relates and interacts positively and constructively with other people. Is courteous, and maintains harmonious relations with others. Values and enjoys relationships with others. Is open-minded and respects individuality.

3. ATTITUDES, VALUES, AND MOTIVATION

A. School Orientation

Has favorable attitudes toward school, teachers, and learning. Generally enjoys and values education.

B. Self-Esteem

Has a sense of personal worth, and feels well regarded by others. Has self-confidence, while recognizing own strengths and weaknesses.

C. Achievement Motivation

Has an appropriate level of drive, activity, and desire for play. Is reasonably ambitious, curious, and persistent, directing energy and thought into productive channels. Sets and reaches reasonable goals. Strives for excellence. Continues direction in spite of frustration.

D. Interests

Pursues interests in a variety of recreational activities, hobbies, and school subjects.

ARTS AND CRAFTS

4. VALUING ART

A. Appreciation of Art

Appreciates many styles and forms of art, originality, good workmanship, and good design. Is aware of color, form, arrangement, and esthetic factors in architecture, objects, and the natural environment.

B. Internalization of Art

Is interested in art. Responds emotionally to art works. Enjoys self-expression through art, and engages in artistic activities in leisure time. Finds satisfaction and pride in artistic creativity.

5. PRODUCING ART

A. Representational Skill in Art

Uses a variety of artistic materials and techniques (mixing colors, glazing clay works, drawing, painting, modeling, photography, etc.) in order to represent reality.

B. Expressive Skill in Art

Uses a variety of artistic materials and techniques (mixing colors, painting, collage, modeling, photography, etc.) in order to portray feelings, moods, themes, and ideas. Freely expresses self through art. Shows creativity in works produced.

6. UNDERSTANDING ART

A. Art Analysis

Evaluates art works. Knows steps involved in making and constructing artistic objects. Knows art vocabulary, concepts, and media.

B. Developmental Understanding of Art

Recognizes major artists and works. Recognizes styles, periods, and national or ethnic origins of works of art. Understands major historical developments as they relate to art.

CAREER EDUCATION

7. CAREER VALUES AND UNDERSTANDING

A. Knowledge of Vocations and Careers

Is familiar with the world of work, the main functions of common careers and occupations, how people are trained or educated for them, and what is pleasant, difficult, and rewarding about each. Understands society's need for people of different abilities and interests.

B. Interest in Vocations and Careers

Is interested in a variety of occupational areas. Relates personal interests, values, abilities, and limitations to job characteristics and occupations.

COGNITIVE AND INTELLECTUAL SKILLS

8. UNDERSTANDING AND REASONING

A. Classification

Understands the use of classes and class inclusion. Sorts and categorizes things into classes and subclasses, and tells why they belong. Determines whether a classification scheme is exhaustive and well-defined.

B. Comprehension of Information

Grasps ideas and meanings. Summarizes information, combining the main elements into a meaningful total idea. Arranges objects or events in order of occurrence, size, or other consideration. Recognizes connections among ideas and things.

C. Logical Reasoning

Draws logical conclusions. Applies rules and principles in order to arrive at answers. Discovers relationships, and explains them through analogies or examples. Identifies contradictions. Determines whether a conclusion is logically necessary, foolish, or merely possible.

D. Spatial Reasoning

Knows where people, objects, or places are in relation to one another. Visualizes objects. Imagines what objects look like from different points of view. Solves spatial problems.

9. CREATIVITY AND JUDGMENT

A. Creativity

Recognizes the identity of ideas, objects, or processes presented in different forms or circumstances. Uses various strategies for solving problems, and finds different ways of looking at things. Adapts methods to handle new situations. Sets priorities and follows them in a plan. Shows imagination, originality, and inventiveness. Finds new uses for objects, and problems for investigation. Recalls and adapts a variety of relevant experiences and information.

B. Evaluative Judgment

Reaches judgments that address all the important facts, while ignoring the irrelevant. Produces reasonable proposals for correcting conditions or resolving conflicts. Applies standards consistently, and justifies opinions and evaluations. Qualifies general statements.

10. MEMORY

A. Rote Memory

Memorizes figures, words, numbers, or sounds in which meaning plays no part, and recognizes or recalls them after controlled presentation. Reproduces or imitates things seen or heard from memory, after they are presented under controlled conditions.

B. Meaningful Memory

Remembers stories or events and their details, and ideas and illustrations of them after controlled presentation. Recalls the spatial arrangement of settings and the visual characteristics of objects, after they are presented under controlled conditions.

11. FOREIGN LANGUAGE SKILLS

A. Reading Comprehension in a Foreign Language

Understands meanings of written words, simple written phrases, sentences, and paragraphs in a foreign language.

B. Knowledge of Elements of a Foreign Language

Makes simple grammatical transformations, substitutions, and adjustments in oral or written sentences in a foreign language. Knows and uses spelling, punctuation, and other textual rules in a foreign language.

C. Conversation in a Foreign Language

Exchanges greetings and other spoken courtesies, and participates in conversations in a foreign language, using and understanding common vocabulary and idioms. Approaches native ability in discriminating sounds and pronouncing words and simple sentences in a foreign language.

D. Writing in a Foreign Language

Writes simple sentences in a foreign language neatly and accurately. Expresses self through clearly written messages and descriptions in a foreign language.

2. VALUING A FOREIGN LANGUAGE AND CULTURE

A. Cultural Insight and Values

Understands another culture, independently tries to learn more about it, and appreciates its art, language, and literature. Values the folkways and world-view of another culture. Realizes that understanding the language can help us to understand the culture.

B. Enjoyment and Application of a Foreign Language

Enjoys such activities as watching foreign-language films or TV programs, listening to records, conversing, and reading in a foreign language.

LANGUAGE ARTS

3. WRITING SKILLS

A. Spelling

Knows the spelling of frequently used words. Applies spelling rules, phonetic skills, and previous vocabulary knowledge to the spelling of new words and the detection of spelling errors.

B. Punctuation and Capitalization

Knows and uses correct punctuation, abbreviation, and capitalization.

C. Grammatical Skills in Writing

Knows and uses rules of usage, agreement, and case. Recognizes, revises, and constructs complete, grammatical sentences. Recognizes and illustrates grammatical transformations. Identifies subjects, predicates, parts of speech, modals, articles, verb forms, tenses, participles, and adverbial, adjectival, and noun phrases and clauses.

D. Penmanship

Prints or writes neatly and legibly. Writes with ease, accuracy, and speed. Reduces writing to a size of script common for adults.

E. Purpose and Organization in Writing

Writes understandable instructions, brief descriptions, informal letters, and messages. Organizes sentences into coherent paragraphs. Writes reports and compositions that demonstrate purpose, orderly presentation, continuity, and emphasis on main ideas. Identifies deficiencies in order, continuity, and relevance in written work.

F. Expression in Writing

Finds various ways to convey the same thought, and evaluates their effects on the reader. Produces writing that arouses interest and shows individuality in content and expression. Revises written work by eliminating unnecessary wordiness, illustrating unsupported ideas, and correcting inconsistencies in style and sentence structure.

14. REFERENCE AND STUDY SKILLS

A. Reference and Library Skills

Skillfully uses dictionaries, encyclopedias, and other materials to locate information. Finds and uses the table of contents, index, footnotes, glossary, bibliography, and preface of a book. Uses the card catalog, locates books, and knows the services that librarians provide. Knows the usefulness of a variety of library materials. Prepares bibliographies.

B. Personal Study Skills and Habits

Understands and knows the purpose of study assignments. Schedules study time efficiently. Recognizes the need for adequate lighting, privacy, and appropriate materials for study. Skims, summarizes, skillfully makes outlines, and takes notes for study.

MATHEMATICS

15. UNDERSTANDING MATH CONCEPTS

A. Knowledge of Numbers and Sets

Understands numbers and fractions. Differentiates between numerals and numbers, odd and even numbers, prime and composite numbers. Identifies factors, multiples, and relative primes of a given number. Understands set membership, set relations, set correspondences, and operations with sets. Relates set notation and diagrams to categorical statements in English.

B. Knowledge of Numeral Systems and Number Principles

Reads, recites, and writes numerals. Understands place value, the rounding of numbers, the decimal system of numeration, numeration with bases other than ten, and Roman numerals. Understands the commutative, associative, and distributive properties, inverse operations, properties of 0 and 1, negatives, and reciprocals. Understands number line diagrams. Finds and evaluates simple numerical rules based on observation.

C. Knowledge Basic to Algebra

Understands number relationships, number sentences, variables, and formulas. Reads sentences using letters or frames and equality or inequality signs, and relates them to quantitative statements in English. Solves or graphs equations and inequalities. Tests relations for reflexivity, symmetry, and transitivity.

6. PERFORMING ARITHMETIC OPERATIONS

A. Whole-Number Computation

Adds, subtracts, multiplies, and divides integers; checks answers.

B. Computation with Fractions

Adds, subtracts, multiplies, and divides fractions, or fractions and integers; checks answers. Expresses fractions in lowest terms, and recognizes equivalent fractions. Transforms improper fractions into mixed numbers, and vice versa.

C. Decimal and Percentage Computation

Adds, subtracts, multiplies, and divides decimals, or decimals and integers; checks answers. Transforms fractions into decimals, decimals into percents, percents into fractions, and vice versa. Reads and writes decimals and percents. Solves percentage computation problems.

7. APPLYING AND VALUING MATHEMATICS

A. Solution of Word Problems

Finds or estimates solutions to word problems in mathematics, using knowledge of arithmetic, measurement, algebra, geometry, statistics, or general problem-solving strategies. Expresses word problems as computational problems or equations.

B. Personal Use and Appreciation of Math

Independently applies math knowledge, skills, and strategies to such personal activities as comparison shopping, game participation, and hobbies. Finds math enjoyable and satisfying. Appreciates the role of math in technology, science, and the arts.

18. GEOMETRY AND MEASUREMENT SKILLS

A. Knowledge of Geometric Objects and Relations

Understands the vocabulary of geometric objects and relations. Knows properties of points, lines, planes, angles, and common plane and solid figures. Recognizes intersection, similarity, congruence, concentricity, and symmetry of figures and natural objects. Finds and evaluates simple geometric rules based on observation. Identifies, sketches and constructs simple geometric figures.

B. Measurement Knowledge and Skills

Understands the concepts of weight, volume, area, length, angular measure, time, and speed, and relationships between them. Computes areas, volumes, circumferences, and perimeters. Converts units of measurement, including conversions from English to metric units, or vice versa. Uses instruments to measure distance, angles, weight, volume, and time. Estimates answers and their degree of precision.

C. Use of Tables, Graphs, and Statistical Concepts

Interprets and constructs graphs and tables. Understands and computes averages, probabilities, and simple statistics.

MUSIC

19. VALUING MUSIC

A. Appreciation of Music

Appreciates music and dance as means of communication, self-expression, and creativity. Recognizes and appreciates technical skill, compositional quality, and improvisation in music and dance of many types.

B. Internalization of Music

Enjoys music activities. Responds emotionally to the rhythm and mood of music and to dance performances. Engages in music activities during leisure time. Finds music and dance satisfying as means of self-expression.

20. PERFORMING IN MUSIC AND DANCE

A. Singing

Sings with expression. Stays on key, maintains rhythm, and sings own part with clear diction. Sings from a written score.

B. Instrument Playing

Plays a musical instrument solo, for accompaniment, or in concert with others. Plays from a written score. Improvises or adapts melodies or rhythms.

C. Dancing

Expresses self freely in responding to the rhythmic elements of music through dance. Dances to music of many types with poise, coordination, and rhythm.

21. UNDERSTANDING MUSIC

A. Music Analysis

Identifies the mood, rhythm, melody, and harmonic characteristics of music selections. Discriminates voice types, instruments, and types of music. Understands basic terms and concepts in music, such as chord, scale, and key. Reads musical notation.

B. Developmental Understanding of Music

Recognizes major composers, compositions, and national or ethnic origins of music. Knows major figures and periods in the history of music.

PERCEPTUAL AND MOTOR SKILLS

22. SENSORY PERCEPTION

A. Visual and Tactile Perception

Identifies forms, objects, and details quickly and accurately by sight and touch. Recognizes similarities and differences in shape, size, and color. Identifies left and right in self and others. Has good depth perception.

B. Auditory Perception

Discriminates pitch, loudness, and duration of sounds. Locates and identifies sources of sounds. Detects similarities and differences in sounds and speech.

23. PSYCHOMOTOR SKILLS

A. Fine Motor Skills

Exhibits eye-hand coordination in fine motor tasks. Uses hands and fingers skillfully to work with small and complicated objects.

B. Gross Motor Skills

Makes quick and appropriate physical responses to directions, cues, and movements. Maintains focus on moving objects, and has good aim. Has balance, poise, agility, flexibility, strength, and power.

PHYSICAL EDUCATION AND HEALTH EDUCATION

24. SPORTS SKILLS

A. Athletic Skills and Physical Condition

Performs well in running, dodging, jumping, kicking, throwing, catching, swimming, and in individual sports. Evaluates body position, force, and styles of movement in physical performance. Has endurance, meeting unusual physical demands without extreme fatigue or danger to health.

B. Sports Knowledge

Understands own role when participating in team sports. Understands the rules, directions, strategies, and objectives of sports and games. Uses physical education equipment properly. Knows terms and concepts associated with physical education.

25. VALUING PHYSICAL EDUCATION

A. Sportsmanship

Waits turn, avoids quarreling, plays energetically, and shows consideration for playmates. Follows directions in sports and obeys the rules of the game. Has team spirit and shows emotional involvement, cooperation, initiative, leadership, and a sense of fair play in team sports. Reacts well to athletic victories and defeats.

B. Sports Enjoyment and Participation

Enjoys sports activities and games, and observes recreational safety precautions. Values physical performance and endurance, and participates in a variety of physical activities. Analyzes past performance in sports, and works to improve that performance. Has confidence in own body and physical potential.

26. HEALTH HABITS AND UNDERSTANDING

A. Health and Safety Behavior and Attitudes

Has good eating, teeth care, hygiene, dress, and posture habits, and gets enough rest, sleep, and exercise. Reports unusual symptoms, follows medical advice, and appreciates the need for medical and dental check-ups and public health programs. Helps make the environment safer, obeys traffic and safety rules, and uses sound judgment in avoiding or coping with risks. Thinks critically about health issues, products, and advertisements.

B. Knowledge of Health Factors

Knows a variety of foods and their nutritional content, why food needs vary, and how food spoilage is prevented. Understands the need for quiet, proper lighting and heating, clean air and water, body cleanliness, and good posture. Knows the benefits of exercise and play. Understands how emotional factors relate to health.

C. Knowledge of Life Functions

Understands the structure and function of the cell. Understands the structure and function of the skin, eye, ear, blood, bones, muscles, and nerves. Knows the basic workings of the human circulatory, respiratory, digestive, and other systems. Knows how heredity and environment affect individual growth, appearance, and behavior.

D. Knowledge of Human Sexuality

Has a basic understanding of sex differences, the physical and psychological changes of adolescence, menstruation, masturbation, intercourse, conception, prenatal development, birth, and infant care. Understands sexual expression, the custom of dating, and the responsibilities of sex and marriage.

7. UNDERSTANDING HAZARDS AND DISEASES

A. Knowledge of Safety Precautions

Knows bus and traffic safety rules, people or agencies to contact for aid in emergencies, and how to use school equipment safely. Knows hazards of animal bites, volatile materials, medicines, and electrical devices. Knows fire prevention, extinguishing, and evacuation procedures. Knows first aid procedures and how household injuries and outdoor recreational mishaps can be prevented.

B. Knowledge of Habit-Forming Substances

Knows about tobacco and the smoking habit. Knows about alcohol, its social and other uses, and the various effects it produces. Knows the effects of other drugs, distinguishes between addictive and non-addictive drugs, and understands social factors in drug addiction and habit formation. Knows the health, safety, legal, and economic aspects of habit-forming substances.

C. Knowledge of Disease and Disability

Knows the history of disease control. Knows how some germs cause disease and how they spread. Knows about body defenses against disease, immunization, chronic diseases, effects of injury, and congenital disorders. Knows methods of weight control and problems of obesity and nutritional deficiency. Knows about tumors and danger signs of cancer. Understands the cost of disease and disability to individuals and to society.

READING

28. READING READINESS SKILLS

A. Listening

Listens actively and attentively. Grasps the content, intent, and mood conveyed by a speaker. Shows understanding of the meanings of spoken words. Visualizes characters and events while listening. Follows the train of thought of a speech and the plot of a play, story, or movie. Listens selectively with a given purpose in mind. Follows oral directions.

B. Speaking

Participates in discussions, effectively organizing own thoughts and reactions in responding to others. Summarizes information and relates stories and experiences effectively. Speaks grammatically, fluently, and with good pronunciation. Makes effective use of facial and vocal expression, gesture, and stance while speaking.

C. Word Attack Skills

Identifies or combines the sound components (not the meanings) of words using phonetic skills or structural clues. Knows correspondences between sounds and their written representations. Identifies letters, syllables, roots, prefixes, and suffixes.

29. FAMILIARITY WITH LITERATURE

A. Recognition of Literary Devices and Qualities

Identifies metaphors, irony, symbolism, exaggeration, and other devices, and determines how these devices serve the author's purposes. Identifies literary genres, such as poetry and drama. Distinguishes fiction from non-fiction.

B. Knowledge of Literature

Is acquainted with a variety of children's classics and children's authors, including works from many cultures and periods. Recalls stories, events, main ideas, and details from reading. Identifies the figures, metaphors, and themes of Western culture, such as major Biblical figures, Greek myths, Arthurian legends, and American folk figures.

30. READING WITH UNDERSTANDING

A. Recognition of Word Meanings

Shows understanding of the meanings of written words by identifying definitions, similar words, illustrations, synonyms, or antonyms. Knows different meanings that the same word may communicate.

B. Reading Comprehension

Understands material read. Infers the meaning of words from context. Follows written directions. Identifies topic sentences, main ideas, and intentions of the author, and finds supporting details and illustrations in the text. Keeps track of temporal sequence, spatial order, and other relationships. Reads at a rate appropriate to the material and purpose.

31. READING INTERPRETATION AND CRITICISM

A. Oral Reading

Reads aloud at a suitable pace, with correct pronunciation and appropriate vocal expression. Communicates the mood and intent of the author.

B. Reading Interpretation

Forms valid interpretations of literary selections. Generalizes from information read, and makes inferences from incomplete evidence about characters, events, and conditions. Compares different authors' points of view and intentions. Summarizes or outlines written works or passages.

C. Critical Reading

Evaluates the adequacy, relevance, and accuracy of explanations, proposals, and supporting statements. Distinguishes among facts, inferences, hypotheses, opinions, tastes, and values. Recognizes unsupported claims, loaded words, innuendos, bias, illogical thinking, discrepancies, unstated assumptions, and snap judgments.

32. VALUING LITERATURE AND LANGUAGE

A. Response to Literature and Language

Enjoys stories, story telling, and performances of drama. Relates literary works to own feelings and experiences. Appreciates literature as a creative endeavor and as a means of understanding people, cultures, and history. Respects the many varieties of written and spoken language. Appreciates the need for clear communication and the role of language and grammar in fostering it.

B. Personal Use of Reading and Language Skills

Is selective in choosing reading materials. Reads many types of literature for recreation and personal fulfillment. Applies knowledge gained from reading to own needs, and appreciates the practical importance of reading and writing. Finds enjoyment and satisfaction in speaking and writing clearly and interestingly.

RELIGION AND ETHICS

33. UNDERSTANDING RELIGION

A. Knowledge of Own Religion

Understands the history, doctrines, and beliefs of own religion.

B. Knowledge of Religions of the World

Knows the origins, beliefs, and practices of many religions and sects, and the cultures and nations associated with them.

34. PERSONAL ETHICS AND RELIGIOUS BELIEF

A. Ethical Code and Practice

Has a clear sense of right and wrong, and strives to apply it in daily life. Justifies own personal code of ethics. Is sensitive to ethical inconsistencies.

B. Religious Belief and Practice

Believes the teachings of own religion, and applies them in daily life. Participates in religious observances and in social activities of own religious group.

SCIENCE

35. INVESTIGATING THE ENVIRONMENT

A. Scientific Observation and Description

Carefully observes, measures, and describes things, situations, and occurrences in science. Computes meaningful quantities from scientific measurements. Constructs and interprets tables, graphs, charts, and diagrams that summarize or illustrate scientific observations.

B. Generalization and Hypothesis Formation in Science

Classifies physical and biological things, and justifies the classification. Makes simple generalizations based on observation and classification in science. Distinguishes among statements of observation, generalization, and explanation in science. Forms reasonable hypotheses and predictions based on relevant facts, observations, and assumptions in science.

C. Experimentation

States definitions and scientific problems in operational terms preparatory to planning a scientific investigation or experiment. Proposes various ways to test a hypothesis. Plans and carries out a simple, controlled experiment or research study. Suggests alternative cause-effect explanations for experimental results. Evaluates hypotheses, and alters them to accommodate new evidence.

36. UNDERSTANDING SCIENCE

A. Knowledge of Different Life Forms

Knows how plants and animals live and reproduce, and how different animals care for their young. Knows about threats to species survival, extinct species, and the fossil record. Knows why various forms of life exist only in certain environments. Distinguishes more complex from simpler forms of life. Identifies stages of growth and evolutionary stages.

B. Knowledge of Ecology

Understands ecological interdependence, water and mineral cycles, energy pyramids, and succession. Understands efforts to regulate hunting, save endangered species, preserve recreational and wilderness areas, conserve mineral and energy resources, recycle discarded materials, and prevent erosion. Knows the causes and effects of air and water pollution. Is aware of how overpopulation and practices of agricultural, commercial, industrial, oil, and mining interests relate to environmental quality.

C. Knowledge of Physical Science

Understands atoms, molecules, states of matter, and physical and chemical changes. Understands what produces rocks, topographic features, land masses, air masses, clouds, weather, and seasons. Knows about the shape and size of the earth, its interaction with the sun and moon, and the nature of other objects in space. Knows basic properties of light, sound, heat, gravity, electricity, and magnetic fields, and how simple machines and appliances work. Knows basic terms, instruments, and methods in the physical sciences.

D. Knowledge of the Foundations of Science

Understands the role of speculation, creativity, recorded observation, controls, measurement, publication of results, replication, and open discussion in science. Knows about famous scientists, and how major branches of science began. Understands how scientific theories change, and how scientific progress and technological achievement are related.

37. VALUING AND APPLYING SCIENCE

A. Science Interest and Appreciation

Is aware of news events relating to science. Values environmental quality, and acts accordingly. Recognizes that environmental protection is a collective responsibility requiring difficult technological and human adjustments. Seeks answers to own questions on scientific subjects. Gets satisfaction and enjoyment from scientific activities and hobbies.

B. Application of Scientific Methods in Everyday Life.

Is observant of own environment, and speculates about causes. Applies scientific skills to practical and personal problems. Recognizes superstitions, rejecting them in favor of science as a source of useful information. Tends to be skeptical of explanations and claims that are not based on controlled or careful observation.

SOCIAL STUDIES

38. UNDERSTANDING HISTORY AND CIVICS

A. Knowledge of History

Knows important people, places, dates, concepts, and historical issues concerning various civilizations. Is familiar with major historical events and movements, their causes and sequence, especially those bearing on U.S. history, such as exploration, colonization, revolution, civil war, and industrialization. Is familiar with past events and personalities of own state and community.

B. Knowledge of Government and Civics

Understands the functions of elective offices, branches of government, and regulatory agencies. Distinguishes among federal, state, and local government functions. Understands the responsibilities of citizens, the electoral process, and the role of political parties. Knows the rights and freedoms granted by the Constitution, and the limits imposed on government power. Knows how the exercise of freedom relates to education and welfare.

C. Knowledge of Current Events

Understands the nature and causes of recent local, national, and world events, problems, and issues. Understands the roles of the U.S. and U.N. in world affairs. Knows how foreign political systems affect events in other countries.

39. UNDERSTANDING GEOGRAPHY

A. Knowledge of Physical Geography

Is familiar with land and coastal features, and understands the nature of oceans and continents. Knows factors that determine climate and vegetation in geographic regions. Understands compass direction, geographical distance and location, longitude, latitude, equator, North and South Poles, elevation, and topography. Understands political boundaries, and finds information through the use of maps and globes.

B. Knowledge of Anthropology and Cultural Geography

Knows about many peoples, where they live, their clothing, shelter, diet, crafts, religion, and customs. Explains how social customs make sense in their geographical and cultural context, and why they seem odd to outsiders. Knows locations of famous man-made structures. Knows about physical differences between races and within races.

C. Knowledge of Economic Processes and Geography

Understands the influence of geographic factors on the economic life of a region. Understands the production and marketing of food, crafts, manufactured products, ores, fuels, and electricity. Understands trade and transportation. Knows how population, economics, and ecology are related. Knows how competition, consumer demand, government, and labor unions affect the availability and cost of products and services. Interprets graphs and charts that illustrate social or economic statistics and relationships.

40. UNDERSTANDING SOCIAL RELATIONSHIPS

A. Knowledge of Family Life

Understands different family life patterns, both past and present. Understands the implications for the family of birth and adoption, death, divorce and remarriage, loss of jobs, and moving.

B. Knowledge of Social Control and Conflict

Understands the influences of tradition, loyalty, praise, reward, ridicule, and social pressure on individual behavior. Identifies goal and value conflicts and views of each side in a conflict. Knows how events may affect personal values. Knows various ways in which people acquire, show, and react to hostility. Understands how expectations and misunderstandings affect personal interactions, and what fosters cooperation and compromise. Understands law as an impartial and open means of imposing control and resolving conflict.

C. Knowledge of Social Groups

Knows the natural, cultural, economic, and behavioral differences by which people and groups differentiate themselves in U.S. society. Understands social stratification in own community, the U.S., and other societies. Knows about past and present forms of oppression and discrimination. Is aware of own and others' membership in various groups, and recognizes feelings about groups. Knows important similarities shared by all people and groups.

41. VALUING AND APPLYING SOCIAL STUDIES

A. Social Studies Interest and Appreciation

Finds enjoyment and interest in social studies, as shown by class

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participation, TV viewing and reading habits, and hobbies. Appreciates history as a perspective on the present. Recognizes social implications in literature and art. Tries to objectively consider points of view in social studies that challenge own beliefs. Seeks answers to own questions about social studies. Sees human affairs as complex and uncertain, and avoids snap judgments.

B. Citizenship

Participates in group decisions. Supports majority rule, minority rights, and involvement by all affected, in group decision-making. Keeps informed about current affairs. Is sensitive to the suppression of Constitutional rights, and supports legal efforts to redress grievances. Believes in human worth apart from wealth or ability, and feels responsible for others' welfare. Emphasizes the ideals and achievements of the U.S., while acknowledging its flaws and failures.

C. Ethnic and Cultural Appreciation

Values the cultural variety, racial diversity, and alternative life styles that enrich U.S. society. Recognizes the inadequacy of the concept of race, and discounts all social stereotypes in forming opinions about others. Is aware of national, racial, and religious bias in what people say and do. Is proud of contributions of own ethnic group to life in the U.S. and elsewhere, and appreciates contributions made by other groups.

The MEAN Evaluation System

Preparatory to the test evaluations, a thorough canvass of test catalogs and test publishers was undertaken and all tests suitable or recommended for elementary-level students in an educational setting were ordered. The currency of the test collection was maintained through regular searches of periodic bulletins and periodicals. The regular list price was paid for all materials so as to avoid any implication of bias. The final collection of instruments includes approximately 800 tests, including over 3500 subtests with separately interpretable scores. A subtest was evaluated if it yielded a separate score that the publisher or the organization of the test clearly indicated could be interpreted separately. Accordingly, a test was either evaluated as a whole and for each of the subtests, or just as a whole, or just for the subtests. The claims or directions of the publisher similarly determined the grade levels for which each test or subtest was evaluated. In some cases, test manuals refer to chronological age rather than grade level, so an age-to-grade translation was adopted (age

6 = grade 1; age 7 = grade 2; ages 8–9 = grades 3–4; and ages 10–11 = grades 5–6). Where neither grade nor age information was provided, the difficulty of test items and a knowledge of common curricular sequences guided the designation of appropriate grade levels. Using only materials provided by the test publisher or distributor, the MEAN evaluation procedure was then applied at every appropriate grade level to each test or subscale designated for evaluation. In this way, we sought to identify and endorse those test measures most effective, appropriate, and useful in assessing the status or progress of students or their schools.

Upon a test's or subtest's assignment to one of the educational goals it was subjected to an intensive evaluation according to the MEAN criteria, the evaluation criteria that were utilized in slightly varied form in four previous CSE test evaluation books (*CSE Elementary School Test Evaluations*, 1970; *CSE-ECRC Preschool/Kindergarten Test Evaluations*, 1971; *CSE-RBS Test Evaluations: Tests of Higher-Order Cognitive, Affective, and Interpersonal Skills*, 1972; and the three-volume *CSE Secondary School Test Evaluations*, 1974). MEAN is an acronym reflecting the four critical areas of concern to test users: Measurement Validity, Examinee Appropriateness, Administrative Usability, and Normed Technical Excellence.

In view of the rapid developmental rate of children, our evaluations address the merits of using tests with students in a specific grade or grades (1, 2, 3–4, and 5–6). Wherever criteria reflect the quality of empirical data gathered from student samples and reported by the publisher, such samples should ideally be restricted to the grade or grades to which the test evaluation applies. Whereas divisions between successive grade levels are somewhat arbitrary, the permissible range of students in a sample was extended to include students one year above and one year below the grade(s) under consideration. Specifically, then, for most of those MEAN criteria that assess empirical data provided by the publishers, our rule has been that samples giving rise to such data must contain some students in the grade (or one of the two grades) under consideration. Students one year above and one year below may also be represented in the sample, but inclusion of students outside that range renders the data inapplicable to the grade(s) in question. For example, if a test's empirical data are based upon a combined sample of students from grades 4 through 6, with the data not separated between grades, the test would receive no credit in the grades 3–4 evaluation because grade 6 is more than one year above 3–4; but would receive credit in the grades 5–6 evaluation because grade 4 is not more than one year below grades 5–6.

The primary concerns in the application of the MEAN system were the objectivity and consistency of the evaluations. To maximize both the objectivity for any one test evaluator and the consistency across evaluators, specific guidelines for evaluation of each criterion and letter-grade assignment were adopted.

Measurement Validity

Criteria. The first set of criteria of the MEAN evaluation system investigates the nature of what a test measures. The range of behaviors sampled, the relationship of the test score to other measures, and the demonstrated usefulness of the test in theoretical or practical settings are the prime aspects of validity addressed.

In order for a test to have credibility as a useful assessment device, the publisher should justify the test, analyzing its content and describing its place within some theoretical or educational framework. Since a test does not emerge in finished form from the imagination of its author, the manner in which it was constructed can and should be exposed. Ideally, the description of item development and selection in the test manual should be sufficiently clear that, without examining the test itself, the reader could construct an alternate form of the test. In addition to being well described, item selection should have a sound basis. A test may be sound theoretically, insofar as item construction and selection procedures are congruent with the given theory; or it may have a sound empirical base, if a suitable tryout group of students provided feedback used to revise or eliminate trial items; or it may be soundly based upon a careful review of the educational domain to which it belongs, resulting in clearly defined categories of behavior and subject content addressed by the items.

Once the test construction procedures are clear, an examination of the test itself provides further basic evidence of its validity, particularly with regard to its suitability for assessing performance relative to educational goals. In this connection, the most widely useful kinds of tests are composed of items that focus on a well defined and substantial goal, in contrast to tests that are either very narrow or highly diffuse in their content. Given an appropriate scope of objectives, it is also desirable that test items reflect a variety of ways by which an examinee may demonstrate a particular ability or characteristic.

After evaluating the range and limits of what is measured, it is helpful to know how the test scores relate statistically to scores on other tests. The presumed relationship between what different tests measure is a consideration that precedes and underlies any interpretation of correlation coefficients. A new test of fourth-grade reading skills, for example, would be of doubtful value if it yielded low correlations with other fourth-grade reading tests, whereas a low correlation between a valid music test and a valid reading test is more plausible. Furthermore, low correlations between subscales of a test may serve as empirical justification for treating those subscales separately rather than basing judgments on combined scores.

Finally, it is desirable that there be empirical evidence bearing on the usefulness of a test. Experimental or evaluational validity demonstrates previous relevant uses of the test in research or educational evaluation, while predictive validity relates performance on the test to later success in some endeavor, and thus has a direct bearing upon the use of test results in educational planning and guidance.

Many of the criteria comprising the measurement validity evaluations have direct reference to the taxonomy of educational goals. The following discussion is intended to clarify and illustrate some of the relationships between our educational goals and our ratings of measurement validity.

Members of the test evaluation team were instructed in the use of the taxonomy of educational goals, and, through practice and discussion, developed methods for deciding which of the goals was most relevant to any given test. Judgments were made in terms of the extent to which the items assessed the whole range of behavior or content subsumed under the particular goal, as well as the number of items within the scale that were actually focused on this goal behavior.

Occasionally, the independent judgment of several reviewers was that a test did not measure the goal suggested by its title, so a more appropriate goal was decided upon. This usually was not a difficult decision, since most tests appeared to have a recognizable focus that was readily located in the goal taxonomy. Certain types of tests, however, presented special goal-assignment problems. In particular, for those few tests which assessed characteristics NOT clearly encompassed by any category of the taxonomy, we selected the goal most closely related to what the test measured. Some tests were problematic in that their authors sought to measure a characteristic, typically affective in nature, through tasks that were directly reflective of some other ability or trait; for such a test, we favored the goal that could most readily account for variance in the test score. Another type of test appeared to measure, through a variety of items, a number of educational outcomes spanning several categories, and our task was largely to determine which goal was assessed by a plurality of the items. It is important to note that different goal assignments can increase or decrease the amount of credit a test receives for Measurement Validity. For this reason, whenever there was some question as to which of two goals more aptly characterized a test, our first consideration was that the choice of goal would place the test in the most favorable light with respect to validity criteria.

Some examples of the types of problems encountered in the assignment of tests to goal categories should clarify further our test-evaluation strategy and provide some insight into the collective frame of mind of the team that developed the goals and evaluated the tests.

Example 1: In some instances, the purpose of the test author and our goal assignment do not appear to match. For example, the *Goodenough-Harris Drawing Test* is designed as a measure of intelligence, and it correlates highly with some aspects of intellectual functioning. After careful study of the scoring manual, however, the evaluators agreed that, for this test, the chief determinant of successful performance is artistic skill, with an emphasis on accuracy of observation and visual memory. This conclusion led the evaluators to assign the scale to goal category 5A, Representational Skill in Art. It is clear, however, that one cannot succeed in representational art without accuracy of observation and conceptual thinking, the very things this test proposes to measure.

Example 2: Tests whose items were empirically derived, i.e., without an underlying theoretical or practical base, presented a different kind of goal-assignment problem. The empirically based scales of the *Kuder E-General Interest Survey* illustrate how items may not reflect the goal category described by their scale title. This occurs because any item found to correlate with a vocational category is scored for that category. Thus, if the test developers found that physicians generally like to knit, an item about liking to knit would be part of the "physician" scale. Despite the demonstrated correlation of items with a given vocational type, we assigned such a scale to the goal that described what the scale most directly measures. Using this approach, only three of the ten Kuder scales were assigned to various personality and value goals.

Example 3: Reading and language arts are necessarily mutually dependent. It would be very difficult in the classroom to teach one without in some way teaching the other. Since both curricular areas have currency, both were retained in the goal taxonomy, with distinctions made as clearly as they could be made, and with tests assigned, when there was no compelling reason for one choice over the other, on the basis of the test's proclaimed intent.

Example 4: Consider the following example of a test item that could occur in an elementary-level test:

UNDERSTAND means
A. real
B. know
C. stand up
D. beneath

To the extent that such an item calls upon the examinee's sight-recognition skills, the item measures reading (goal 30A in the goal taxonomy). To the extent that the decoding of the words is not a challenge, but only the meanings are to be measured, the item assesses what is called "verbal comprehension", the most generally pervasive component of most intelligence tests (8B of the goal taxonomy). The problem, then, is which of the goals to select for a test with items like the above. The practical solution utilized in this book begs the underlying confusion and assigns the test to the reading goal if the test purports to be a reading test and to the cognitive goal if the test purports to be a cognitive or intelligence test.

Example 5: A similar classification problem was presented by items of the following type:

4 5 10 11 22 __ (complete the series)

Seen as a math question, the item would be assigned to goal 15B, but seen as a rule-finding item, it would be assigned to the more general, intellectual functioning goal, 8C. In these cases, as in Example 4 above, the choice between the mathematics goal and the intellectual goal was made according to whether the test was presented as a measure of math skills or of intelligence.

Example 6: Physical-education curricula, especially at the early educational levels, stress the basic physical skills and conditions that are frequently called psychomotor. Therefore tests of balance, strength, or agility could be referenced to either the physical-education or the psychomotor goal areas. It was decided that the more basic skills would be treated as psychomotor, while the physical-education area would be reserved for more specialized, culture-bound activities.

Example 7: Consider tests of religious beliefs or activities. Should these be evaluated at all, given essential separation of church and state? And if so, are they to be evaluated as belief of own religion or knowledge of other religions? We decided to create a goal area for religious and ethical goals (without presuming that the two areas have any necessary relation to each other) in order to provide evaluative information for parochial schools desiring measures of internalized religion and for other purposes where objective knowledge of religion is to be measured. It was also decided that, unless a test of religious knowledge clearly focused on more than one religious tradition, it would be classified as a test of the examinee's knowledge of his or her own religion.

Example 8: A more pervasive problem arose when tests of foreign languages were evaluated. Were such tests to be evaluated from the point of view of English-speaking Americans learning the foreign language, or from the point of view of other-language-speaking Americans? (In other words, is a foreign language a foreign language to someone whose native or preferred language it is?) For the most part, we chose the ethnocentric alternative, evaluating tests with reference to the typical American elementary-school student. For example, most tests in Spanish (including those with formats like Example 4 above), were assigned to the foreign-language goal area and evaluated as such. However, when a test in a foreign language was specifically designed for American speakers of that language, a parenthetical note to that effect was appended to the test name and the test and the goal assignment was based on the skill or characteristic measured, apart from the language in which the test was presented. By the same token, when a test in English was explicitly designed for students of English as a second or foreign language, the test was assigned to a foreign-language goal.

Example 9: Tests designed for use in special education were dealt with in a somewhat similar manner. Such tests were assigned to appropriate goals and evaluated with reference to the examinee population for which they were constructed (e.g., deaf students). A parenthetical note was appended to the name of the test whenever necessary to make clear that the test was intended for a particular type of disabled student.

Example 10: Many of the current social-studies curricula emphasize attitudinal and value characteristics that are closely related to the general affective area. Such affective goals of social studies include the valuing of different cultures and personal tendency to assume the role of a good citizen. Tests of goals like these, that seemed less temperamental or psychogenic, and therefore more likely to be trainable through social studies instruction, were assigned to the social-studies area.

The test-goal assignment procedures should not be interpreted as a critique of the nature or intentions of any test. Such procedures are simply the result of trying to fit tests into goal categories that represent an arbitrary division of the elementary curriculum. While the list of problems described above is not exhaustive, it should provide some perspective on the issues that arise when many tests drawn from diverse curricular and philosophical bases are fitted into one framework of goals. It is hoped that the manner in which we have categorized tests will be viewed in relation to our overall objective, which has been to fill the need for comparable test evaluations referenced to goals of interest to educators.

Point Assignment. Ratings on Measurement Validity criteria, described below, were summed for a total rating that ranged from 0 to 15 points. The total rating was then translated into a grade of G(good), for 12 to 15 points; F(fair), for 8 to 11 points; or P(poor), for 0 to 7 points.

a. Was the behavior domain carefully sampled in constructing the test, and were test items selected in a rigorous or empirical manner? This question is one of content validity, and its answer is based on an assessment of written information provided to educators who purchase the test. A variety of item-selection procedures were considered acceptable. For example, given supporting data, references, or elaboration, raters accepted statements by publishers that item performance on trial studies were analyzed; that juries of experts selected items; that the *most popular textbooks were surveyed, and objectives were inferred from their contents; that curriculum analyses led to the specification of objectives or behaviors, and test items were constructed and categorized relative to those objectives; or that items were developed with reference to specific aspects of cognitive, affective, or sociological theories.* The test was credited with 3 points if a detailed classification of items by objective was provided, or if item selection procedures were fully explained; 2 points if there was only a brief reference to empirical procedures, or if test construction was only indirectly related to theory; 1 point if item selection was poorly explained or justified, or if the connection of items to theory was vague and unconvincing; and 0 points if no information was provided on item selection.

b. *What percentage of the range of behaviors, achievements, or objectives in the goal category do the items assess? An examination was made of the range of behaviors in the description of the goal to which the test had been assigned (with the qualification that the more difficult behaviors would be disregarded if not taught until a more advanced grade). Raters then compared the total range of objectives encompassed by the goal to that part of the goal assessed by items of the test being evaluated. Relying on judgment rather than a precise algorithm, percentages of goal coverage were then estimated.* The test or subscale was credited with 2 points if more than sixty-six percent of the goal was assessed; 1 point if thirty-three to sixty-six percent of the goal was assessed; and 0 points if less than thirty-three percent of the goal was deemed to be assessed.

c. *What percentage of the items assess any of the behaviors and objectives that comprise the assigned goal? This is the converse of the second criterion (b), and represents an important aspect of the relationship between a test and the goal to which it has been assigned. A favorable rating on this criterion means that scores on the test are largely determined by performance that pertains to just one goal, the one used to categorize the test. Conversely, some tests provide wide achievement coverage by sampling behaviors from several goal areas; they received a low rating on this criterion because the level of achievement in the assigned goal (reflected in the plurality of the items) may be confounded by results of performance* *on the many items which do not pertain to the assigned goal but to other goals.* The test or subscale was credited with 2 points if more than sixty-six percent of the items assessed behaviors in the assigned category; 1 point if between thirty-three and sixty-six percent of the items did so; and 0 points if less than thirty-three percent of the items assessed those behaviors.

d. *Does this test measure something distinct from what is measured by other tests? This question is one of divergent and factorial validity; it addresses the evidence of what a test does* not *(and should not) measure. Such evidence was sought in the results of factor analysis or correlational analysis reported by the test publisher. Favorable results in factor analysis reveal one or few large factor loadings with many other loadings less than .20, thus demonstrating some factorial "purity" or saturation in conjunction with other tests (or subscales of the same test) that measure different goals or traits. Favorable correlations for divergent validity between tests or subscales are less than .20 in absolute value, and must be clearly relevant to the purpose or nature of the test (e.g., a correlation between an IQ score and body weight in third-grade children, even if it is found to be 0.00 is not considered relevant to the divergent validity of the IQ test, since these two measures are not thought to be meaningfully related). Raters based their judgments on the best data (obtained with any of the parallel forms of the test) derived from examinee samples that included some students from the level for which the test was being evaluated, without including any who were more than one year above or below that level.* The test or subscale was credited with 2 points if the evidence for divergent or factorial validity appeared to be strong, with reports of analyses appropriate, critical, and convincing; 1 point if the evidence was weak, only sketchily reported, not critical, or not convincing; and 0 points if there was no evidence or if the evidence was irrelevant.

e. *Has the test been employed in experiments or evaluations that yielded meaningful results? Information provided by the publisher was examined concerning cases in which the test had proved useful in this way, since effective use of a test in research studies or evaluations demonstrates, backhandedly, the relevance of the test. Raters based their* *judgments on the best data (obtained with any of the parallel forms of the test) derived from examinee samples that included some students from the level for which the test was being evaluated.* The test or subscale was credited with 2 points if it was employed in an experiment or evaluation that produced meaningful results and confirmed hypotheses or expectations; 1 point if the test was employed but the findings were ambiguous, insignificant, coincidental, or not carefully planned or controlled; and 0 points if no experimental or evaluational evidence was presented for the test.

f. *Does performance on the test correlate substantially with some related criterion measure obtained at about the same time? This question is one of concurrent validity; it addresses the evidence that performance on the test is meaningfully related to other measures, usually scores on other tests (but not subscales of the same test or test battery). Raters based their judgments on the best data (obtained with any of the parallel forms of the test) derived from examinee samples that included some students from the level for which the test was being evaluated, without including any who were more than one year above or below that level.* The test or subscale was credited with 2 points if the criterion behavior appeared to be relevant and the coefficient was reported to be .70 or more; 1 point if the coefficient was between .30 and .70, or the criterion behavior was not convincingly relevant; and 0 points if no study is reported, coefficients are low, or the criterion is clearly irrelevant to the nature of the test.

g. *Does performance on the test correlate substantially with some later criterion behavior (usually success at something or some real-world behavior)? This question deals with predictive validity, and reports of correlation studies pertaining to this kind of validity should state the time interval (at least one month and possibly as long as several years) between the administration of the test to a sample of students and the later criterion behavior of those same students. The criterion behavior must be related in a meaningful way to the goal addressed by the test, and either the criterion measure or the test measure must have been derived from an examinee sample that included some students from the level for which the test was being evaluated, while not including any who were* *more than one year above or below that level. Raters based their judgments on the best data fulfilling these requirements.* The test or subscale was credited with 2 points if coefficients above .50 were reported with relevant criteria and a time interval of one month or more; 1 point if the coefficient was small (between .30 and .50) with relevant criteria and a time interval of one month or more; and 0 points if only coefficients less than .30 were reported, or the criteria were irrelevant or poorly measured, or the time interval was less than one month, or if insufficient information was provided concerning such studies.

Examinee Appropriateness

Criteria. The second set of criteria of the MEAN evaluation system is that of appropriateness of the test materials, including content of the stimuli (items) and mode of response, relative to the grade level of the examinees. All tests were classified by grade level prior to the review process. The first concern in this set of evaluations was with whether or not the test provided adequate and correct justification of itself to the examinee. We were most concerned that the test should not be misleading or deceptive.

Evaluation of the appropriateness of a test's level of comprehension took into consideration the test's content and instructions. Specifically, evaluation of content centered upon the difficulty of the items and also upon the relevance or interest-arousing aspects of the items. The evaluation of the test's instructions focused on clarity and comprehension.

The second major area where appropriateness is important is that of test format, both visual and auditory, and the test's timing and pacing. The visual principles employed in test-page layout were evaluated in terms of effective usage of Gestalt visual principles. The evaluators looked for specific format features such as sufficiency of white space between items, visual coherence of item stems and alternatives, and effective use of color as an aid in segregating items. Going beyond the whole-page format, the evaluation also considered the quality of illustrations and typography. Pictorial and geometric item material was evaluated according to the print clarity, representational meaningfulness, and ease of decoding. Similarly, evaluations of typography were made in terms of clarity, size, and type face.

The psychometric problem of speed vs. power tests also found its place in the evaluation of examinee appropriateness. Published statements regarding the speededness of tests were corroborated, when possible, by consulting the item-difficulty indexes and score distributions. For each scale, pacing or time limits were judged for their appropriateness for the subject matter and for the grade level of the examinees. In almost all cases, power was preferred to speed as an attribute of tests of educational output.

The last aspect of appropriateness considered was the mode of response recording. Simple and direct connections between the item stem and the recording of a response were evaluated more favorably than complicated conversions from item stems to alternatives.

The various aspects of the criteria of Examinee Appropriateness could not be applied directly to assessment devices in the forms of rating scales, rating schedules, and observation schedules, for which the examinee (the student being assessed) is not actively involved in responding to specific demands of the assessment device, but is merely behaving in his own manner. In the cases where the instrument demanded no active response from the examinee, test justification and item difficulties were evaluated from the point of view of the student, while test instruction, format, time, and answer recording were evaluated from the point of view of the rater or observer.

Point Assignment. Ratings on Examinee Appropriateness criteria, described below, were summed for a total rating that ranged from 0 to 15 points. The total rating was then translated into a grade of G (good), for 12 to 15 points; F (fair), for 8 to 11 points; or P (poor), for 0 to 7 points.

a. Does the test justify itself by explaining its purpose, intent, or recommended use to the examinee in an honest manner? Misuse of test scores was not considered here, as no test has any control over how educators may misuse it. Test instructions were examined for statements of intent to the examinee and, in tests for the higher grades, the written title was considered as a possible means of conveying intent. This criterion was evaluated rather liberally in most cases, so that a test whose instructions began, "Today we will do some spelling exercises . . ." was given credit for justification; on the other hand, any test beginning with a statement like, "I think you'll enjoy the games we're going to play . . ." was not given credit. The test or subscale was credited with 1 point if its real or suggested purpose, intent, or use was exposed to the examinees at the outset, or if the manual suggests that such a justification be given in each situation; and 0 points if no purpose, intent, or use is specified, or if the purpose or intent is disguised or concealed.

b. *Are the test items appropriate, particularly in terms of difficulty, and suitable for most of the students of the grade level? An item was judged inappropriate if it is ambiguous, misleading or unnecessarily complex in its language; if the scoring key for the item is obviously arguable as to correctness; if it appears intellectually insulting in simplicity for the grade level; if it is out of date; if it constitutes an invasion of privacy; or if it appears overtly sexist, racist, or otherwise offensive. A test was not penalized for having a few very difficult and a few very easy items, if the test was intended to diagnose high ceilings or low floors, or to establish diagnostic "basals" and "ceilings".* The test or subscale was credited with 2 points if all items were suitable in difficulty for the grade level, with none really bad or in any way inappropriate; 1 point if most of the items were appropriate for the grade level or just a few items were bad or inappropriate; and 0 points if most of the items were inappropriate for the grade level or many items were bad or inappropriate.

c. *What proportion of students of the grade level may be expected to correctly respond to a given test item? Reports of item-difficulty indexes were examined in applying this criterion. For non-affective tests, a favorable distribution of difficulty indexes would reveal some easy items and some that were difficult, with most items in the middle range. Raters based their judgments on the worst data (obtained with any of the parallel forms of the test) derived from examinee samples that included some students from the level for which the test was being evaluated, without including any who were more than one year above or below that level.* The test or subscale was credited with 2 points if empirically determined item difficulties were reported, with some items hard and others easy, including items ranging from .30 to .70, and a mean or median difficulty near .50 or .60 (except that affective tests were not held to these range requirements); 1 point if difficulty indexes were reported, but the proportion of hard or easy items appeared to be excessive; and 0 points if individual item difficulties were not reported.

d. *Are the items relevant and interesting for the grade level* *of the examinees? In deciding this question, raters took into account the subject-matter content of the test, so that subjects which typically arouse more interest in children did not necessarily profit from this rating. The question can be rephrased as follows: Given the nature of the subject matter, are the items as relevant as they could be, and have the test developers effectively attempted to engage the examinee's interest?* The test or subscale was credited with 1 point if the items were judged relevant and interesting; and 0 points if they were judged irrelevant or dull.

e. *Are the test instructions comprehensible and appropriate for the grade level? The instructions, either read by or to the examinees, were inspected for appropriateness of concepts, syntax, brevity, and vocabulary in order to arrive at this judgment. The rating of a total score, composed of several rated subscales, could not be better than the worst subscale rating.* The test or subscale was credited with 1 point if the instructions exhibited appropriateness and comprehensibility on all counts, and 0 points otherwise.

f. *Do the instructions make clear to the examinees precisely what the test calls for in responding to items, or do they leave any unanswered questions or possible sources of confusion? This criterion is concerned with the examinee's understanding of the task aspects of the test; a favorable rating results when the instructions clearly convey to the examinee all the information needed for an effective test-taking strategy. Concerning tests composed of subscales, the rating on this criterion given to the total test should reflect the lowest subscale rating.* The test or subscale was credited with 1 point if the instructions were clear and precise, and 0 points if they were unclear or left questions unanswered.

g. *Are sample items included in the instructions that effectively clarify and accurately illustrate the task or range of tasks involved in the test? Sample items should be in the same format as items which are scored; they may be considerably simpler in difficulty level, but should prepare the examinee for the kinds of thought processes or skills needed for successful performance on the test. This criterion was applied to all instruments, including rating* *scales and observation forms, since these should provide examples of completed observations. The rating on this criterion given to the total test composed of subscales reflected the lowest subscale rating.* The test was credited with 1 point if sample items were effective, clarifying, and illustrative of the necessary skills and item format; and 0 points if sample items were not present, not illustrative, or different from the items of the test in important ways.

h. Does the test layout make effective use of white space, and are the perceptual units of the test appropriately organized and emphasized? Tests should make use of principles of perceptual organization in the presentation of materials and other stimuli including considerations of white space, regularity, symmetry, clarity, and continuity. For written tests, this criterion was also applied to any answer sheets that might be used. The realism and size of test objects or manipulanda, where present, were similar considerations to which this criterion was applied. For tests that include sound recordings, raters examined perceptual aspects of the sequential organization of what was recorded. The rating on a total score composed of several rated subscales could not be better than the worst subscale rating. The test or subscale was credited with 1 point if the layout was clear and helpful, and 0 points if unclear and confusing.

i. What is the quality of illustrations, print, paper, sound, manipulanda, or whatever test materials and stimuli are presented to the examinee? Most frequently, this was a question of whether illustrations were clear and up-to-date, and whether print was bold and readable. For other test stimuli, raters examined related aspects of quality, such as durability, ease of handling, and sound quality (including the speech and voice quality of orally presented items). The rating on this criterion given to a total test composed of subscales reflected the lowest subscale rating. The test or subscale was credited with 1 point if test materials and item stimuli appeared to be of good quality, and 0 points otherwise.

j. Are the parts of each item clearly connected, and is it easy to distinguish elements of one item from those of another? This question addresses the closeness and coherence of such elements as the item stem and response *alternatives, and the discreteness of item units from one another. Chart-reading questions, for example, should be on the same page as the charts to which they refer. Also, the boundaries between items should not be blurred, as when it is required, say, to match a list of inventors to an adjacent list of their inventions. With tests composed of subscales, the rating on this criterion given to the total test should reflect the lowest subscale rating.* The test or subscale was credited with 1 point if each discrete item was a coherent unit, and 0 points if there were factors of distance or complexity in item organization.

k. *Are the time limits for the test appropriate for the subject matter and the grade level? Power tests are usually preferred, unless speed is a critical component of the behavior being assessed. The timing of a test was judged in relation to the abilities of children of the grade level. Raters examined data provided by the publisher, where present, for further evidence of speededness. Such evidence included item-difficulty indexes showing that a sharply declining proportion of students correclty answered end-of-test items, where these seemed no more difficult than previous items. For some tests, speed indexes were provided, and, as a rule of thumb, if more than 90% of the examinees finish a test, or more than 95% of the items are completed by all examinees, then the test was considered a power test. Concerning tests composed of subscales, the rating on this criterion given to the total test reflected the lowest subscale rating.* The test or subscale was credited with 1 point if it was a power test or if it specifically called for speed (and this was justified by the nature of the test goal), and 0 points if there was evidence of unwanted speed.

l. *How simple and direct is the mode of response required of the examinee? Goal behaviors should be tapped in the simplest, most direct way, free of extraneous or unnecessary effort. A wide variety of responses fulfilled this condition, including oral answers, fill-ins, marking directly over alternatives, writing, drawing, and moving. If it took more than one step to respond to an item, however, raters judged whether any step was extraneous, and, if so, how difficult that unnecessary step would be for examinees of the grade level. Confusing answer sheets were a common example of such difficulties, and any type of separate* *answer sheet was considered inappropriate for grades one and two. The rating on this criterion given to a total test reflected the lowest subscale rating.* The test or subscale was credited with 2 points if the response mode is simple and direct; 1 point if responding requires moderate effort or some experience or practice, apart from what the central task requires; and 0 points if the response mode is difficult, or introduces unnecessary complications.

Administrative Usability

Criteria. The third set of criteria of the MEAN evaluation system deals with practical concerns in administering and using a test. The facility with which a test can be given, scored, and interpreted, and the usefulness of the resulting score in making decisions are the major considerations of this section.

For general assessment of educational output, a test that can be administered to a large group is preferable to small-group and individually administered instruments. It cannot be stressed too strongly, however, that this limitation of usability is relevant *only* to the evaluation of educational programs and systems, and *not* to in-depth individual placement, diagnosis, or prognosis, especially of the very young. Likewise, a test has greater utility if it can be administered by the school staff, preferably the students' teacher or a paraprofessional, since few elementary schools have resident psychometrists, developmental psychologists, audiologists, speech therapists, or foreign language experts.

The time necessary for test administration also affects its utility. For the first and second grades, a test requiring more than 20 minutes is likely to exceed the productive attention span of the children, and a test of more than 40 minutes is likely to overtax the energy of even a sixth grader if administered in one sitting, and thus calls for special scheduling. Once a test has been administered, a simple and objective scoring procedure (by hand or machine) is most desirable, although more complex procedures for scoring may be accommodated in an otherwise useful test. However, no test that is scored on a purely subjective basis will generally be considered as a reasonable candidate for use in educational evaluation. For this reason, no purely projective measures were reviewed.

From a pragmatic viewpoint, while ease of administration and scoring are desirable, the resulting scores will be useless unless they can be interpreted. Some means of converting raw test scores to a commonly understood scale makes their interpretation possible. The conversion either categorizes student performance according to some standard (such as mastery), or locates scores relative to the performance of other students. For administrative utility, such relative or norm scores should be based on a broad normative sample and be obtained under standard conditions. In order to be sufficiently broad, a standardization sample must include a wider age group than the one for which the test is constructed, so as to make possible the normative assessment of students whose performance is unusually advanced or deficient. In addition, the norm group should be representative of the variety of subgroups that comprise the national population. While a test normed on a restricted sample may be quite adequate for purely local needs, the trend in educational evaluation is not in that direction. With national questions being asked, federal support for education and related research, and national problems to be solved, a representative national normative sample becomes a most desirable standard for educational tests. Nationally representative samples are drawn from the various types of schools and communities in each of the major geographic areas of the nation, and provide an adequate representation of races, ethnic groups, and ages within the grade level.

The final measure of a test's utility, the extent to which scores are useful in making decisions about pupils, is of major importance, if test results for either groups or individuals are intended to guide or influence the direction of subsequent educational strategies.

Point Assignment. (0 to 15 points for grade) The administrative usability ratings were summed for a total rating, ranging from 0 to 15 points. These ratings were further translated into grades of G (good), 12 to 15 points; F (fair), 8 to 11 points; or P (poor), 0 to 7 points.

a. *To how large a group can the test be administered? The suitability of the test for administration to many students simultaneously, with or without assistance, was judged here as a factor in economizing time and effort where classroom or school evaluations are called for. The manual for the test was examined for explicit instructions or recommendations that the test be administered to individual students or to small groups.* The test or subscale was credited with 2 points if group size was not limited, or if the limit was thirty or more; 1 point if the group should number less than thirty; and 0 points if the test must be administered on an individual basis.

b. *Who should administer the test? It is preferable that the* *administration of the test (including reading instructions, assisting examinees, and collecting or recording data) be within the qualifications of most elementary school teachers, aides, or principals, rather than requiring the special qualifications of, for instance, an audiologist, psychologist, counselor, or fluent speaker of a foreign language.* The test or subscale was credited with 1 point if regular school personnel could administer the test, and 0 points if more special qualifications were required of the test administrator.

c. *How long does it take to administer the test? Manuals were examined for time allotments and limits; where limits were not present, estimates of the time required were made. For optimum utility, the time necessary for the administration of a test (including instructions) should not exceed the attention span of the examinees. Attention span was taken to be no more than twenty minutes for first and second graders, and no more than forty minutes for students in grades three through six. In those cases where the items of different subscales are interspersed, it would be difficult to administer any subscale separately from the total test, so the administration time for each subscale was judged to be the same as that for the total test.* The test or subscale was credited with 1 point if it fitted into a twenty-minute period for grades one and two, or a forty-minute period for grades three through six; but 0 points if more time was needed.

d. *How easy and objective is the scoring procedure? Hand or machine scoring that can be quickly carried out is, of course, preferable to more difficult and time-consuming procedures. Scoring was judged to be "objective and simple" whenever it consisted of some straightforward process. Tests fulfilled this condition in many ways, providing answer sheets, matching stencils, templates, machine-scoring services, or just uncomplicated scoring guides. Scoring was judged to be "objective but difficult" when it involved many steps or computations, or when minor judgments were required as with written spelling tests, maze-tracing tests, arithmetic completion tests, and line-drawing matching tests. Test scoring was also rated as difficult if the scoring procedure was described in the manual as objective, but the scoring materials were not provided for our inspection even though they were ordered* *or requested. Scoring was judged to be "subjective" whenever the scorer was required to make non-trivial judgments, as with essay examinations, many creativity tests, and tests of a semi-projective nature. Concerning tests composed of subscales, the rating on this criterion given to the total test should reflect the lowest subscale rating.* The test or subscale was credited with 2 points if the scoring procedure was objective and simple, 1 point if objective but difficult, and 0 points if subjective.

e. *What is the quality of the test manual, both in appearance and utility? Legibility, good organization, ease of use, consistency, and thoroughness are the important considerations when evaluating test manuals. A manual was downgraded if its references to test names and titles are not consistent, if information about some part of the test is unaccountably omitted, if the manual is produced on a copy machine rather than printed, or if faulty organization makes information difficult to find. It was acceptable if supplements that update the manual are separate from it, but otherwise information about the test should be presented in one or two booklets at most.* The test or subscale was credited with 1 point if the manual was judged to be of acceptable quality, and 0 points otherwise.

f. *Can the scores be easily interpreted relative to some norm group or standard? Converted scores that are common, simple and clearly explained are desirable in order that school personnel will understand the scores and not be misled by them. Pass/fail, percentile ranks, mental ages, deviation IQ's, stanines, and grade equivalents are considered common and simple.* The test or subscale was credited with 1 point if common and simply interpreted conversions of test scores were provided; and 0 points if no conversion from raw scores is provided, or if conversions are novel, less common, or unclear in their meaning (potentially misleading).

g. *How simple and clear is the process of converting the raw score to the normed or interpreted score? A converted score should be provided for every raw score, so that the user never has to interpolate or estimate. The conversion should involve one easy-to-understand step, and any tables, charts, or graphs designed for this purpose should be clear and simple.* The test or subscale was credited with 1 point if each raw score could be converted into an interpreted score in one easy step, or if no conversion was necessary; and 0 points if score conversion involved more than one step, if some table or graph necessary for conversion was unclear or complex, if calculations or estimations were necessary, or if raw scores were uninterpretable for lack of score conversions.

h. *Is there normative data reflecting how students in higher and lower grades perform on the test? This question is concerned with the test's norm range, which should be broad for purposes of comparison. A broad norm sample includes students ranging from at least one year above to at least one year below the level for which the test is being evaluated. Tests could receive credit on this criterion regardless of whether normative data from the broad sample were presented separately for each age or grade level, or were combined across grade levels.* The test or subscale was credited with 1 point if the norm range extended at least one year (or grade) above and below the level for which the test was being evaluated, and 0 points otherwise.

i. *Is the norm group representative of the national population? Norms should be based on a sample of examinees that is drawn from a variety of family and community backgrounds, and that includes students at the grade level for which the test is being evaluated. Raters looked for explicit or implicit evidence that the sampling was intended to be random or stratified, recent, geographically balanced, racially and ethnically representative, and heterogeneous with respect to population density.* The test or subscale was credited with 1 point if an attempt was clearly made to obtain a nationally representative and current sample; and 0 points if there was no norm sample, or the sample appeared to be local or incidental.

j. *Who can interpret the scores? Tests whose results must be interpreted by a specialist are less desirable than those from which paraprofessionals, teachers, or principals may safely draw inferences or make decisions. The qualifications necessary for interpreting test results were either found in an explicit statement in the test manual, or inferred by raters from the theory, background, or content of the test.* The test or subscale was credited with 1 point if scores could be interpreted by regular school staff, and 0 points if a specialist was required.

k. *Can decisions be made? It is most helpful if specific educational strategies for individuals or groups may be appropriately inferred from their test performance. Test publishers fulfilled this condition by establishing and justifying definite relationships between scores and specific decisions, employing such devices as graphs, charts, and cut-off scores that were either rationally or empirically based.* The test or subscale was credited with 3 points if the publisher provided instructions for using test results to make specific decisions (e.g., "a score of 30 or more means that the student should be supplied with a third-grade reader") that were justified; 2 points if instructions were less definite but could serve as a basis for decisions; 1 point for any of four reasons: (a) decisions were unjustified or poorly justified, (b) decisions were vague or ill-defined (e.g. "a low score suggests the need for further testing before remediation"), (c) guidelines placed most of the burden of decision-making on the subjective judgment of the user, (d) guidelines referred not to decisions but to definitions (e.g., "a high score indicates a tendency toward neuroticism" or "the 75th percentile means strong interest"); and 0 points if little or no information pertinent to decision-making was provided.

Normed Technical Excellence

Criteria. The fourth and last set of criteria of the MEAN evaluation system is concerned with the test's reliability, replicability, and refinement of measurement.

Three types of reliability estimates are considered relevant to the assessment of educational achievement. The first, test-retest reliability, is appropriate for assessing the long-range stability of a measure (and of an examinee characteristic). The second, internal-consistency reliability, is useful in determining how coherently the test items assess some dimension of behavior. Finally, alternate-form reliability is desirable when alternate forms of a test are used to evaluate educational effects. Given that all three types of reliability are useful, and preferences for one type over another vary, all three are given equal weight in the MEAN evaluation scheme. Where two or more estimates of the same type of reliability coefficient are provided, our ratings reflect the highest estimate.

Closely related to test reliability is the concept of replicability, which concerns whether the user is likely to duplicate conditions and procedures used with the norm group in administering and scoring the test. Whenever test procedures and conditions are not well defined or controlled, or normative data are based on abnormal samples, the test has not been effectively standardized, and is therefore less useful for the educator.

The range of coverage is also an important aspect of a test's technical excellence. The issue here is how well test scores reflect different levels of performance, especially at the high and low ends. When a test has a wide range of coverage, the sample distribution lies well within the upper and lower score limits. Such a test has obvious advantages, because there will then be room for normative comparison of students whose performance is deficient as well as for comparisons among advanced students. Where normative data for two or more samples are reported, our ratings are based on the distribution exhibiting the poorest range of coverage.

Related to the score distribution properties is the refinement or graduation of the converted scores. Centiles, grade equivalents, and other refined graduations are favored in this respect, since they make possible a high degree of discrimination between examinees having different raw scores.

Point Assignment. Ratings on Normed Technical Excellence criteria, described below, were summed for a total rating that ranged from 0 to 15 points. The total rating was then translated into a grade of G (good), for 12 to 15 points; F (fair), for 8 to 11 points; or P (poor) for 0 to 7 points.

a. *Is the test score stable, or does an examinee's score fluctuate over time? Raters examined reliability coefficients based on correlations of test scores obtained by the same examinees on two occasions at least one month apart. This is known as test-retest reliability if identical tests were used on those two occasions, or delayed alternate-form reliability if different (but parallel) forms of the test were used. Both procedures were equally acceptable for this criterion. Ratings were based on the highest coefficient derived from examinee samples that included students from the level for which the test was being evaluated, without including any who were more than one year above or below that level.* The test or subscale was credited with 3 points if the appropriate coefficient was greater than .90, 2 points if it ranged from .70 to .90, 1 point if less than .70, and 0 points if no appropriate coefficient was reported.
b. *Does the test have internal consistency, as shown by exam-*

inee performance on parts or items of the test? It is desirable that a test score reflect some highly correlated set of behaviors and be relatively free from random sources of error within the test. Evidence of these qualities is found in internal-consistency reliability coefficients, such as split-half, Kuder-Richardson, or alpha coefficients. Ratings were based on the highest coefficient derived from examinee samples that included students from the level for which the test was being evaluated, without including any who were more than one year above or below that level. The test or subscale was credited with 3 points if the appropriate coefficient was greater than .90, 2 points if it ranged from .70 to .90, one point if less than .70, and 0 points if no appropriate coefficient was reported.

c. *Does the test have alternate-form reliability? This criterion depends upon the correlation between scores on alternate forms of the test administered to the same examinees, regardless of when or in what order the forms were administered. Ratings were based on the highest coefficients derived from examinee samples that included students from the level for which the test was being evaluated, without including any who were more than one year above or below that level.* The test or subscale was credited with 3 points if the appropriate coefficient was greater than .90, 2 points if it ranged from .70 to .90, 1 point if less than .70, and 0 points if no appropriate coefficient was reported.

d. *Can the testing procedures be duplicated? Procedures for administering, scoring, and interpreting the test should be sufficiently standardized so that results obtained with the norm group can be replicated. Such standardization, in particular, implies that any oral instructions, preliminary demonstrations, and materials be adequately described in the directions for administration. With the exception of interest and personality inventories, tests were not judged to be replicable unless fixed time limits were specified.* The test or subscale was credited with 1 point if uniform procedures for employing the test were described, and the gross characteristics of the norm group appeared to be replicable; and 0 points otherwise.

e. *Do raw scores on the test differentiate adequately among students of the grade level, particularly at the upper and* *lower ends of the scale? This criterion is concerned with the empirical range of coverage provided by the test. If, for example, ten percent of fourth graders obtain the maximum score possible, the test is quite limited in its range of coverage for fourth graders, since it cannot reveal different levels of proficiency (or affective tendency) among that ten percent. Tests with the most desirable range of coverage produce score distributions having both tails drawn out, with from zero to one percent of examinees at the highest possible score and zero to one percent at the lowest possible score. Therefore, raters first looked for evidence of the adequacy of the ceiling and floor of the distribution for the grade level. Such evidence was found in score distribution tables, graphs, measures of dispersion and central tendency, and, most commonly, score conversion tables. However, if the only converted scores were grade equivalents, and there was no information about the manner in which the tables were constructed, no credit on this criterion could be given, because grade equivalent scores do not justify any conclusions about what percentage of the sample obtained any given score. Where normative data were presented separately for different subgroups (e.g., by sex, or for fifth and sixth graders separately) ratings were based on the distribution with the worst range of coverage, unless additional data based on the distribution for the combined group was also presented, in which case subgroup data were ignored. With that exception, raters based their judgments on data from the worst distributions (obtained with any of the parallel forms of the test) derived from examinee samples that included students from the level for which the test was being evaluated, without including any who were more than one year above or below that level.* The test or subscale was credited with 3 points if there was evidence that the complete distribution was contained within the possible range, the lowest possible score lying no higher than the first percentile and the highest possible score lying no lower than the ninety-ninth percentile, and if there was evidence that the distribution had two long, drawn-out tails; 2 points if discrimination was somewhat diminished at just one end of the scale, the other tail still being drawn out, with no evidence that more than one percent of the sample reached the floor or ceiling of the test; 1 point if from one to five percent of the standardization sample appeared to have reached the floor or ceiling of the test; and 0 points if no normative data were provided, or if it appeared that more than five percent of the sample reached the floor or ceiling of the test.

f. *Does the score conversion allow for adequate differentiation among examinees? In addressing this question of how well graduated the converted scores are, the refinement of converted scores should be seen relative to the number of raw score possibilities (e.g., decile conversion is sufficiently well graduated for a 15-item test). Ideally, each possible raw score should have a different converted score. However, no graduation finer than unit centiles is ever necessary, regardless of how many items the test has or how many raw scores are possible.* The test or subscale was credited with 2 points if the graduation of converted scores was sufficiently refined so as not to significantly reduce differentiation among examinees; 1 point if converted scores were moderately graduated, as usually happens when deciles, stanines, T-scores, or Z-scores are used; and 0 points if no conversion is provided or if the converted scores are poorly graduated into quartiles, pass/fail, or novel scales that obscure the levels of performance reflected in the raw scores.

Implementation of the MEAN Evaluation System

Implementation of the MEAN evaluation system called for independent evaluations by two different raters for each test or subscale at all elementary grade levels for which the test was intended. Ratings were recorded on evaluation sheets, which consisted of a standard rating form (see Figure 1) printed on paper that was color-coded according to the grade level addressed by the evaluation. Raters worked without access to one another's ratings, and independently assigned each test or subtest to one of the goal categories. Final adjudication of both goal assignment and ratings on criteria was carried out by a third rater.

The team of test evaluators (whose names appear on the title page) included three Ph.D.'s, two in psychological measurement and one in counseling; four evaluators with master's degrees who were working toward the Ph.D. in educational psychology; one M.Ed. in educational social policies; one M.Ed. in educational psychology; one M.L.S. with an M.A. in educational measurement and evaluation; and one B.A. in psychology who has elementary and special-education teaching experience. Among these eleven evaluators, three are credentialed school psychologists, and one is a credentialed teacher. This team brought relevant competencies to most of the many varieties of tests within the purview of the evaluation program. Tests in the foreign language area were evaluated by experts in the respective languages. Consultants who served as test evaluators are Mrs. Christa F. Nehring, Ms. Gayle Smith, Ms. Mary Sparta, and Dr. Gertrud Zeisl. Evaluation consultants for the technical music scales were Mr. Gary E. Diehl and Ms. Patricia M. West. Mr. Howard B. Lee was responsible for the development of the computerized documentation and retrieval system that speeded and eased production of this volume; Mr. Martin Butel designed the office procedures which provided administrative support for test evaluations and computerization. The successful implementation of the entire system and its regular checking and validation are in no small way due to the diligent efforts of Ms. Carol Norvell, Mr. Mark L. Young, and Ms. Mary Landauer.

Within each of the four evaluative categories, a letter grade, based on the points assigned to each aspect of each criterion, was computed. The sum of the points, ranging from 0 to 15, was the determinant of the letter grades in the following manner:

> *"G" (Good; 12 to 15 points).* The test meets the criterion very well. Little improvement appears necessary for its immediate utilization. CSE would endorse such a measure or employ it in its own assessment efforts.
>
> *"F" (Fair; 8 to 11 points).* The instrument is probably among the better tests available, but it does not completely meet the criterion. Alterations would probably render the test a candidate for "G" status. If no better qualified measure were available, CSE would employ an "F"measure, but would interpret results more cautiously.
>
> *"P" (Poor; 0 to 7 points).* The instrument does not meet the criterion; it is clearly unsatisfactory in that area. Rather than employ such a measure for assessment, it would be better to seek an alternate device or attempt to develop one.

Each test then earned four letter grades by the MEAN system. The four-letter combination serves as the Center's official evaluation of the test. For example: Acme Reading Test (GFPF). It should be noted that not only are the MEAN criteria in the order of importance to the Center, but that the points possible for each aspect of any criterion reflect the importance placed

Figure 1: Elementary Test MEAN Evaluation Form

RATER ______
DATE ______
GOAL ______
TEST ID ______
SCALE ID ______
SUBSCALE ID ______

MEASUREMENT VALIDITY	**CONTENT**	1 Item Selection	Described in detail 3	Described generally or indirectly 2	Poorly described or justified 1	No description provided 0
		2 % Goal Addressed		67% or more of goal addressed 2	34-66% of goal addressed 1	33% or less of goal addressed 0
		3 % Items belonging		67% or more of items belonging 2	34-66% of items belonging 1	33% or less of items belonging 0
	CONSTRUCT	4 Divergent or Factorial Validity		Strong and convincing evidence 2	Weak, not convincing or sketchy evidence 1	No evidence 0
		5 Experimental or Evaluational Validity		Meaningfully and confirmingly employed 2	Ambiguously or nonconfirmingly employed 1	No evidence 0
	CONCURRENT	6 Concurrent Validity		Reported r > 70 2	Reported 70 > r > 30 1	None reported or r less than 30 0
	PREDICTIVE	7 Predictive Validity		r > 50, criterion relevant, interval 1 month 2	r between 30-50, criterion relevant, interval 1 mo. 1	Not reported, r less than 30, criterion irrelevant 0
EXAMINEE APPROPRIATENESS	**JUSTIFICATION**	8 Examinee Justification			Real intent given 1	Real intent falsely reported 0
	COMPREHENSION	9 Item Appropriateness		All appropriate 2	Most appropriate 1	Few appropriate 0
		10 Item Difficulties		Good range 2	Poor range 1	No information 0
		11 Item Relevance and Interest			Relevant, interesting 1	Irrelevant, uninteresting 0
	INSTRUCTIONS	12 Concepts, Syntax, Brevity & Vocabulary			Age, grade appropriate 1	Age, grade inappropriate 0
		13 Description of Task Aspects			Clear and precise 1	Unclear, ambiguous 0
		14 Illustrative Sample Items			Effective, clarifying, similar format 1	Not present or not illustrative 0
	FORMAT	15 Test Page Layout and White Space			Clear and helpful 1	Unclear and confusing 0
		16 Illustration, Print Quality			Realistic, up-to-date, bold, readable 1	Not good quality 0
		17 Item-Stem-Answer Coherence			Simple and direct connection 1	Complex or indirect connection 0
	TIME & PACING	18 Power or Speed Test			Power test, or speed specifically called for 1	Unwanted speed 0
	RECORDING ANSWERS	19 Responding		Simple and direct 2	Moderate effort or experience required 1	Difficult, complicated, indirect method 0
ADMINISTRATIVE USABILITY	**ADMINISTRATION**	20 Size of Testing Group		30 or more 2	Small group, less than 30 1	Individual 0
		21 Administrator			School personnel 1	Specialist 0
		22 Administration Time	Grades 1-2 Grades 3-6		20 minutes or less 40 minutes or less 1	More than 20 minutes More than 40 minutes 0
	SCORING	23 Ease of Scoring		Objective and simple 2	Objective and difficult 1	Subjective, difficult 0
		24 Quality of Manual			High quality 1	Not high quality 0
		25 Score Interpretation			Common and simple 1	Novel, ambiguous, or non-existent 0
		26 Score Conversion			Simple, none needed 1	Complicated, unclear, needed but non-existent 0
	INTERPRETATION	27 Norm Range			At least one year above and below 1	Less than one year above and below 0
		28 Norm Group			Representative 1	Local, incidental, non-representative 0
		29 Score Interpreter			School staff 1	Specialist 0
	DECISION	30 Can Decisions be Made?	Definite prescriptive suggestions with justification 3	Indicated or unjustified 2	Vague, poorly defined 1	No useful information 0
NORMED TECHNICAL EXCELLENCE	**RELIABILITY**	31 Test-Retest	r > 90 3	r = 70 to 90 2	r = less than 70 1	r not reported 0
		32 Internal-Consistency	r > 90 3	r = 70 to 90 2	r = less than 70 1	r not reported 0
		33 Alternate-Form	r > 90 3	r = 70 to 90 2	r = less than 70 1	r not reported 0
	REPLICABILITY	34 Replicability			Standard, replicable, well-described 1	Not replicable or described 0
	RANGE-COVERAGE	35 Range-Coverage	Score distribution well within possible range 3	Some truncation or shortening 2	Floor or ceiling reached, severe truncation 1	Skewed, no information, badly truncated 0
	SCORE GRADUATION	36 Score Graduation		Well graduated 2	Moderately graduated 1	Poorly graduated 0

on that aspect. Should the goals of the reader not coincide with those of the Center, then the MEAN evaluations should be interpreted with different emphasis.

Utilizing the evaluation procedure described above and the MEAN evaluation forms, all published tests that are generally available to educators and psychometrists as of May 1, 1975 were evaluated and adjudicated. The evaluations appear in the body of this book.

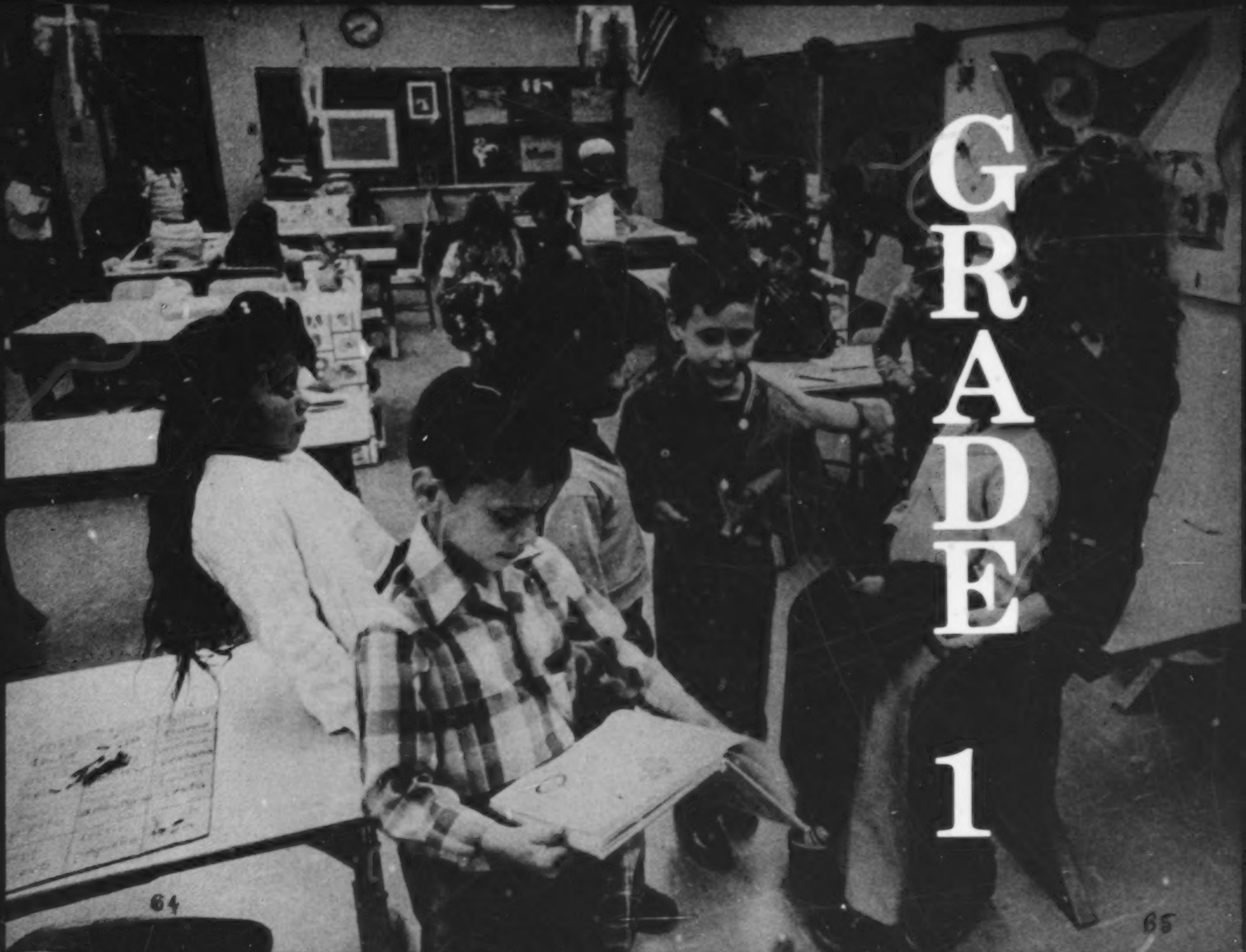
The MEAN Test Evaluations

In the following sections, all of the evaluative judgments for all available tests are presented. The tabular format is designed to provide a maximum of useful information in an organized and readable manner. Tests can be located by goal or by test name; they can be compared upon any or all of the standard evaluative criteria. The columns on all of the following pages follow the rating criteria in the same order as they have been discussed above. The numbers in the shaded section of each table indicate the range of points in which the judgments could be made, and are supplied in each table merely for reference.

Consistent with the strong commitment of the Center to objectives-referenced measurement, this book is organized according to the hierarchy of educational goals outlined in the taxonomy above. To aid the reader, both goal and test names are given as they appear on the tests themselves, and not necessarily as they appear in catalogs or common parlance (although such names are referenced in the Index of Tests). Parenthesized letters are publisher abbreviations; Appendix B lists all the pertinent publishers with their most recent addresses.

In conclusion, while the evaluations in this book still present a rather bleak picture of the present quality of evaluative instruments, the test evaluation staff of the Center willingly shoulders the responsibility for omissions, misinterpretations, and errors that may contribute to the bleakness.

GRADE 1



ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-F-P
AFFECTIVE AND PERSONALITY TRAITS																																					
1. PERSONAL TEMPERAMENT																																					
AAMD ADAPTIVE BEHAVIOR SCALE Psychological Disturbances (AAMD)	2	1	2	0	0	0	0	0	1	0	1	1	1	1	1	1	1	1	2	0	1	1	1	1	0	1	1	0	1	1	0	0	0	0	0	0	P F F P
BASIC SCHOOL SKILLS INVENTORY Self-Help (FPC)	1	0	2	0	1	1	0	0	2	1	1	1	1	0	1	1	1	1	2	0	1	1	0	1	0	1	0	0	1	2	0	2	0	0	0	2	P G P P
BURKS' BEHAVIOR RATING SCALE FOR ORGANIC BRAIN DYSFUNCTION Total Score (AP)	2	1	1	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	2	0	1	1	1	0	0	1	0	0	0	1	0	0	0	0	0	0	P F P P
EARLY SCHOOL PERSONALITY QUESTIONNAIRE Forthright vs. Shrewd (IPAT)	1	0	0	0	0	0	0	0	2	0	1	1	1	1	0	0	0	1	2	1	1	0	2	1	0	1	0	0	1	1	0	0	0	0	1	1	P F F P
EARLY SCHOOL PERSONALITY QUESTIONNAIRE Relaxed vs. Tense (IPAT)	1	0	0	0	0	0	0	0	2	0	1	1	1	1	0	0	0	1	2	1	1	0	2	1	0	1	0	0	1	1	0	0	0	0	1	1	P F F P
HAND TEST Experience Ratio (WPS)	1	0	1	0	0	0	0	0	2	0	1	1	0	0	1	0	1	1	1	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
INFERRED SELF-CONCEPT SCALE (WPS)	2	2	1	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	0	1	1	1	1	0	0	0	0	1	0	2	0	0	0	0	0	P F P P
MULTIDIMENSIONAL MATURITY SCALE Emotional Maturity (PI)	1	0	1	0	0	0	0	0	0	0	0	1	0	0	0	1	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
PROBLEM LIST (GES)	0	0	0	0	0	0	0	0	1	0	1	1	0	0	0	0	1	1	2	2	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
SCHOOL ENTRANCE CHECK LIST (EPS)	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P G P P
VINELAND SOCIAL MATURITY SCALE (AGS)	3	0	1	0	1	1	0	0	0	0	1	1	0	0	1	1	1	1	2	0	0	1	0	0	1	0	1	0	0	2	0	0	0	0	0	0	P F P P
14. Self-Assertion																																					
BRISTOL SOCIAL-ADJUSTMENT GUIDES - 1 AND 2 The Child in School Non-Syndromic Under-Reaction (EITS)	2	0	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	1	1	0	1	1	1	0	0	0	0	0	0	0	0	0	P F P P
BRISTOL SOCIAL-ADJUSTMENT GUIDES - 1 AND 2 The Child in School Under-Reaction Total (EITS)	2	0	1	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	1	1	0	1	1	1	0	0	0	0	0	0	0	0	0	P F P P
BRISTOL SOCIAL-ADJUSTMENT GUIDES - 1 AND 2 The Child in School Unforthcomingness (EITS)	2	1	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	1	1	0	1	1	1	0	0	0	0	0	0	0	0	0	P F P P
BRISTOL SOCIAL-ADJUSTMENT GUIDES - THE CHILD IN RESIDENTIAL CARE Anxious Over-Reaction (NFER)	0	1	1	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent / Factorial	Experimental/ Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
BRISTOL SOCIAL-ADJUSTMENT GUIDES - THE CHILD IN RESIDENTIAL CARE Backwardness (NFER)	0	0	1	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
BRISTOL SOCIAL-ADJUSTMENT GUIDES - THE CHILD IN RESIDENTIAL CARE Overdependence (NFER)	0	0	2	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
BRISTOL SOCIAL-ADJUSTMENT GUIDES - THE CHILD IN RESIDENTIAL CARE Peer-Group Deviance (NFER)	0	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
BRISTOL SOCIAL-ADJUSTMENT GUIDES - THE CHILD IN RESIDENTIAL CARE Unforthcomingness (NFER)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
BRISTOL SOCIAL-ADJUSTMENT GUIDES - THE CHILD IN THE FAMILY Child's Attitude to the Mother Anxious Over-Concern (NFER)	0	0	1	0	0	0	0	0	0	0	1	1	1	0	1	1	1	1	2	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
BRISTOL SOCIAL-ADJUSTMENT GUIDES - THE CHILD IN THE FAMILY Child's General Family-Insecurity Anxiety for Approval-Acceptance by Other Children (NFER)	0	1	1	0	0	0	0	0	0	0	1	1	1	0	1	1	1	1	2	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
BRISTOL SOCIAL-ADJUSTMENT GUIDES - THE CHILD IN THE FAMILY Stress Symptoms 'Nervous' and Unforthcomingness (NFER)	0	1	2	0	0	0	0	0	0	0	1	1	1	0	1	1	1	1	2	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
BURKS' BEHAVIOR RATING SCALES Excessive Dependency (AP)	2	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	0	1	1	1	1	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
CALIFORNIA TEST OF PERSONALITY - PRIMARY Personal Adjustment Sense of Personal Freedom (CTB)	2	1	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	0	1	1	2	1	1	1	1	0	1	1	0	0	0	0	0	0	P G F P
CALIFORNIA TEST OF PERSONALITY - PRIMARY Social Adjustment Social Standards (CTB)	2	2	1	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	0	1	1	2	1	1	1	1	0	1	1	0	0	0	0	0	0	P G F P
DEVEREUX ELEMENTARY SCHOOL BEHAVIOR RATING SCALE External Reliance (DFP)	1	1	2	0	0	0	0	0	1	0	1	1	0	0	0	1	0	1	1	0	1	1	0	1	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
EARLY SCHOOL PERSONALITY QUESTIONNAIRE Vigorous vs. Circumspect Individualism (IPAT)	1	0	1	0	0	0	0	0	2	0	1	1	1	1	0	0	0	1	2	1	1	0	2	1	0	1	0	0	1	1	0	0	0	0	1	1	P F F P
HAND TEST Dependence (WPS)	1	0	1	0	0	0	0	0	2	0	1	1	0	0	1	0	1	1	1	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
KAHN TEST OF SYMBOL ARRANGEMENT Reaction Time (PTS)	1	0	0	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
LOUISVILLE BEHAVIOR CHECK LIST - FORM E1 Immaturity (CPRC)	1	0	1	0	0	0	0	0	0	0	0	1	0	0	1	1	1	1	2	0	0	0	1	0	1	1	0	0	0	0	0	0	0	0	0	0	P P P P
LOUISVILLE BEHAVIOR CHECK LIST - FORM E1 Social Withdrawal (CPRC)	1	2	1	0	0	0	0	0	0	0	0	1	0	0	1	1	1	1	2	0	0	0	1	0	1	1	0	0	0	0	0	0	0	0	0	0	P P P P
MINNESOTA SCHOOL AFFECT ASSESSMENT - FORM CL Autonomy (MSTP)	0	1	1	0	0	0	0	0	2	0	1	0	0	1	1	1	1	1	1	2	0	0	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
MINNESOTA SCHOOL AFFECT ASSESSMENT - FORM CL Independence (MSTP)	0	0	2	0	0	0	0	0	2	0	1	0	0	1	1	1	1	1	1	2	0	0	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS		FORMAT				POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
MINNESOTA SCHOOL AFFECT ASSESSMENT - FORM CL Self-Expression (MSTP)	0	0	2	0	0	0	0	0	2	0	1	0	0	1	1	1	1	1	1	2	0	0	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
PRIMARY ACADEMIC SENTIMENT SCALE Dependency (PI)	0	1	1	0	1	0	0	0	1	0	1	1	1	0	1	0	1	1	2	2	1	1	2	1	1	1	0	0	1	2	0	2	0	1	0	2	P F G P
PRIMARY SCHOOL BEHAVIOR Q-SORT Ascendant vs. Submissive Behavior (PARP)	3	2	2	0	0	0	0	0	2	0	1	1	1	0	0	1	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
PRIMARY SELF-CONCEPT SCALE Helpfulness (DCBBE)	1	0	1	0	0	0	0	0	2	0	1	1	1	0	0	0	1	1	2	2	1	0	0	0	0	0	0	0	1	1	0	0	0	1	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Aggression Outcome (DCH)	1	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Aggression Spontaneity (DCH)	1	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Anality Spontaneity (DCH)	1	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Conscience Spontaneity (DCH)	1	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Identification Spontaneity (DCH)	1	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Learning Spontaneity (DCH)	1	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Limits Spontaneity (DCH)	1	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Oedipal Spontaneity (DCH)	1	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Self-Concept Spontaneity (DCH)	1	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Separation Affect (DCH)	1	0	1	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Separation Motivation (DCH)	1	0	1	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Separation Spontaneity (DCH)	1	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Siblings Spontaneity (DCH)	1	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Socialization Outcome (DCH)	1	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent / Factorial	Experimental / Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
TASKS OF EMOTIONAL DEVELOPMENT TEST Socialization Spontaneity (DCH)	1	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Trust Spontaneity (DCH)	1	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
IB. Emotional Stability																																					
AAMD ADAPTIVE BEHAVIOR SCALE Self-Abusive Behavior (AAMD)	2	0	2	0	0	0	0	0	0	0	1	1	1	1	1	1	1	1	2	0	1	1	1	1	0	1	1	0	1	1	0	0	0	0	0	0	P F F P
AAMD ADAPTIVE BEHAVIOR SCALE Sexually Aberrant Behavior (AAMD)	2	0	0	0	0	0	0	0	0	0	1	1	1	1	1	1	1	1	2	0	1	1	1	1	0	1	1	0	1	1	0	0	0	0	0	0	P F F P
AAMD ADAPTIVE BEHAVIOR SCALE Stereotyped Behavior & Odd Mannerisms (AAMD)	2	0	1	0	0	0	0	0	1	0	1	1	1	1	1	1	1	1	2	0	1	1	1	1	0	1	1	0	1	1	0	0	0	0	0	0	P F F P
AAMD ADAPTIVE BEHAVIOR SCALE Unacceptable or Eccentric Habits (AAMD)	2	0	1	0	0	0	0	0	0	0	1	1	1	1	1	1	1	1	2	0	1	1	1	1	0	1	1	0	1	1	0	0	0	0	0	0	P F F P
AAMD ADAPTIVE BEHAVIOR SCALE Unacceptable Vocal Habits (AAMD)	2	0	1	0	0	0	0	0	0	0	1	1	1	1	1	1	1	1	2	0	1	1	1	1	0	1	1	0	1	1	0	0	0	0	0	0	P F F P
AAMD ADAPTIVE BEHAVIOR SCALE Use of Medications (AAMD)	2	0	0	0	0	0	0	0	0	0	1	1	1	1	1	1	1	1	2	0	1	1	1	1	0	1	1	0	1	1	0	0	0	0	0	0	P F F P
AAMD ADAPTIVE BEHAVIOR SCALE Violent & Destructive Behavior (AAMD)	2	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	1	1	1	1	0	1	1	0	1	1	0	0	0	0	0	1	P G F P
BRISTOL SOCIAL-ADJUSTMENT GUIDES - THE CHILD IN RESIDENTIAL CARE Hostility (NFER)	0	1	1	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
BRISTOL SOCIAL-ADJUSTMENT GUIDES - THE CHILD IN THE FAMILY Child's Attitudes to the Father Anxiety for Father's Affection (NFER)	0	0	1	0	0	0	0	0	0	0	1	1	1	0	1	1	1	1	2	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
BRISTOL SOCIAL-ADJUSTMENT GUIDES - THE CHILD IN THE FAMILY Child's Attitudes to the Mother Hostility-Anxiety Conflict (NFER)	0	1	1	0	0	0	0	0	0	0	1	1	1	0	1	1	1	1	2	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
BRISTOL SOCIAL-ADJUSTMENT GUIDES - THE CHILD IN THE FAMILY Stress Symptoms Depression (NFER)	0	1	1	0	0	0	0	0	0	0	1	1	1	0	1	1	1	1	2	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
BRISTOL SOCIAL-ADJUSTMENT GUIDES - THE CHILD IN THE FAMILY Stress Symptoms Flight from the Situation (NFER)	0	0	2	0	0	0	0	0	0	0	1	1	1	0	1	1	1	1	2	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
BURKS' BEHAVIOR RATING SCALE FOR ORGANIC BRAIN DYSFUNCTION Perceptual-Discriminative (AP)	2	0	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	1	0	0	1	0	0	0	1	0	0	0	0	0	0	P F P P
BURKS' BEHAVIOR RATING SCALES Excessive Anxiety (AP)	2	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	0	1	1	1	1	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
BURKS' BEHAVIOR RATING SCALES Excessive Self-Blame (AP)	2	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	0	1	1	1	1	0	0	0	0	1	1	0	0	0	0	0	0	P F P P

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	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
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Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	GFP
BURKS' BEHAVIOR RATING SCALES Excessive Suffering (AP)	2	1	2	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	1	0	1	1	1	1	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
BURKS' BEHAVIOR RATING SCALES Poor Anger Control (AP)	2	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	0	1	1	1	1	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
BURKS' BEHAVIOR RATING SCALES Poor Reality Contact (AP)	2	0	1	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	1	0	1	1	1	1	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
CALIFORNIA TEST OF PERSONALITY - PRIMARY Personal Adjustment Nervous Symptoms (CTB)	2	1	1	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	0	1	1	2	1	1	1	1	0	1	1	0	0	0	0	0	0	P G F P
CHILDREN'S BEHAVIOR QUESTIONNAIRE Scale A (2) to be Completed by Parents Neurotic (MR)	0	1	1	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
CHILDREN'S BEHAVIOR QUESTIONNAIRE Scale A (2) to be Completed by Parents Total (MR)	0	1	1	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
CHILDREN'S BEHAVIOR QUESTIONNAIRE Scale B (2) to be Completed by Teachers Neurotic (MR)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
CHILDREN'S BEHAVIOR QUESTIONNAIRE Scale B (2) to be Completed by Teachers Total (MR)	0	1	1	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
DAILY BEHAVIOR GRAPH (B)	0	0	0	0	0	0	0	0	0	0	1	1	0	0	1	1	0	1	1	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
DETROIT ADJUSTMENT INVENTORY - DELTA FORM Environment Self - Total (BMC)	0	0	0	0	0	0	0	0	1	0	1	1	0	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
DETROIT ADJUSTMENT INVENTORY - DELTA FORM Home - Emotional (BMC)	0	0	1	0	0	0	0	0	1	0	0	1	0	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
DETROIT ADJUSTMENT INVENTORY - DELTA FORM Reaction Emotional - Total (BMC)	0	1	1	0	0	0	0	0	1	0	0	1	0	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
DETROIT ADJUSTMENT INVENTORY - DELTA FORM Self - Emotional (BMC)	0	1	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
DEVEREUX ELEMENTARY SCHOOL BEHAVIOR RATING SCALE Achievement Anxiety (DFP)	1	1	2	0	0	0	0	0	2	0	1	1	0	0	0	1	0	1	1	0	1	1	0	1	0	0	0	0	1	0	0	0	0	0	0	0	P P [illegible]
EARLY SCHOOL PERSONALITY QUESTIONNAIRE Self-Assured vs. Guilt-Prone (IPAT)	1	0	1	0	0	0	0	0	2	0	1	1	1	1	0	0	0	1	2	1	1	0	2	1	0	1	0	0	1	1	0	0	0	0	1	1	P F F P
EARLY SCHOOL PERSONALITY QUESTIONNAIRE Undemonstrative vs. Excitable (IPAT)	1	0	1	0	0	0	0	0	2	0	1	1	1	1	0	0	0	1	2	1	1	0	2	1	0	1	0	0	1	1	0	0	0	0	1	1	P F F P
HAND TFST Bizarre (WPS)	1	0	1	0	0	0	0	0	2	0	1	1	0	0	1	0	1	1	1	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
HAND TEST Crippled (WPS)	1	0	1	0	0	0	0	0	2	0	1	1	0	0	1	0	1	1	1	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P

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	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
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Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	GFP
HAND TEST Description (WPS)	1	0	1	0	0	0	0	0	2	0	1	1	0	0	1	0	1	1	1	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
HAND TEST Failure (WPS)	1	0	1	0	0	0	0	0	2	0	1	1	0	0	1	0	1	1	1	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
HAND TEST Fear (WPS)	1	0	1	0	0	0	0	0	2	0	1	1	0	0	1	0	1	1	1	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
HAND TEST Maladjustive (WPS)	1	0	1	0	0	0	0	0	2	0	1	1	0	0	1	0	1	1	1	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
HAND TEST Pathological (WPS)	1	0	1	0	0	0	0	0	2	0	1	1	0	0	1	0	1	1	1	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
HAND TEST Tension (WPS)	1	0	1	0	0	0	0	0	2	0	1	1	0	0	1	0	1	1	1	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
HAND TEST Withdrawal (WPS)	1	0	1	0	0	0	0	0	2	0	1	1	0	0	1	0	1	1	1	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
KAHN TEST OF SYMBOL ARRANGEMENT Sorting Ratios Emotional (PTS)	1	0	0	0	0	0	0	0	1	0	1	1	0	0	1	1	1	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
KAHN TEST OF SYMBOL ARRANGEMENT Sorting Ratios Large Divided by Small (PTS)	1	0	0	0	0	0	0	0	1	0	1	1	0	0	1	1	1	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
KAHN TEST OF SYMBOL ARRANGEMENT Sorting Ratios Positive Emotions (PTS)	1	0	0	0	0	0	0	0	1	0	1	1	0	0	1	1	1	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
LOUISVILLE BEHAVIOR CHECK LIST - FORM E1 Fear (CPRC)	1	1	1	0	0	0	0	0	0	0	0	1	0	0	1	1	1	1	2	0	0	0	1	0	1	1	0	0	0	0	0	0	0	0	0	0	P P P P
LOUISVILLE BEHAVIOR CHECK LIST - FORM E1 Inhibition Total (CPRC)	1	2	1	0	0	0	0	0	0	0	0	1	0	0	1	1	1	1	2	0	0	0	1	0	1	1	0	0	0	0	0	0	0	0	0	0	P P P P
LOUISVILLE BEHAVIOR CHECK LIST - FORM E1 Neurotic Behavior (CPRC)	1	1	1	0	0	0	0	0	0	0	0	1	0	0	1	1	1	1	2	0	0	0	1	0	1	1	0	0	0	0	0	0	0	0	0	0	P P P P
LOUISVILLE BEHAVIOR CHECK LIST - FORM E1 Normal Irritability (CPRC)	1	1	2	0	0	0	0	0	0	0	0	1	0	0	1	1	1	1	2	0	0	0	1	0	1	1	0	0	0	0	0	0	0	0	0	0	P P P P
LOUISVILLE BEHAVIOR CHECK LIST - FORM E1 Sensitivity (CPRC)	1	1	1	0	0	0	0	0	0	0	0	1	0	0	1	1	1	1	2	0	0	0	1	0	1	1	0	0	0	0	0	0	0	0	0	0	P P P P
LOUISVILLE BEHAVIOR CHECK LIST - FORM E1 Severity Level (CPRC)	1	1	1	0	0	0	0	0	0	0	0	1	0	0	1	1	1	1	2	0	0	0	1	0	1	1	0	0	0	0	0	0	0	0	0	0	P P P P
LOUISVILLE BEHAVIOR CHECK LIST - FORM E1 Sexual Behavior (CPRC)	1	0	0	0	0	0	0	0	0	0	0	1	0	0	1	1	1	1	2	0	0	0	1	0	1	1	0	0	0	0	0	0	0	0	0	0	P P P P
LOUISVILLE BEHAVIOR CHECK LIST - FORM E1 Somatic Behavior (CPRC)	1	1	0	0	0	0	0	0	0	0	0	1	0	0	1	1	1	1	2	0	0	0	1	0	1	1	0	0	0	0	0	0	0	0	0	0	P P P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent / Factorial	Experimental / Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustrations & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-2	0-1	0-2	0-2	G-a
PERSONALITY RATING SCALE Disposition (ETSA)	1	1	2	0	0	0	0	1	0	0	1	1	1	1	1	1	0	1	0	2	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
PERSONALITY RATING SCALE Good Sport (ETSA)	1	1	2	0	0	0	0	1	0	0	1	1	1	1	1	1	0	1	0	2	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
PERSONALITY RATING SCALE Nervousness-Calmness (ETSA)	1	1	2	0	0	0	0	1	0	0	1	1	1	1	1	1	0	1	0	2	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
PERSONALITY RATING SCALE Patience (ETSA)	1	0	2	0	0	0	0	1	0	0	1	1	1	1	1	1	0	1	0	2	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
PERSONALITY RATING SCALE Sense of Humor (ETSA)	1	0	2	0	0	0	0	1	0	0	1	1	1	1	1	1	0	1	0	2	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
PRIMARY SCHOOL BEHAVIOR Q-SORT Vital and Expressive vs. Lacks Vitality and Expressiveness (PARP)	3	0	1	0	0	0	0	0	1	0	1	1	1	0	0	1	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
PRIMARY SELF-CONCEPT INVENTORY Personal-Self Domain (LCI)	0	0	1	0	0	0	0	0	1	0	1	1	0	1	0	1	1	1	2	2	1	0	1	1	1	1	0	0	0	1	0	0	0	0	0	0	P F F P
PRIMARY SELF-CONCEPT INVENTORY Total Score (LCI)	0	0	0	0	0	0	0	0	1	0	1	1	0	1	0	1	1	1	2	2	1	0	1	1	1	1	0	0	0	1	0	0	0	0	0	0	P F F P
PRIMARY SELF-CONCEPT SCALE Emotional Self (DCBBE)	1	0	2	0	0	0	0	0	2	0	1	1	1	0	0	0	1	1	2	2	1	0	0	0	0	0	0	0	1	1	0	0	0	1	0	0	P F P P
Q-TAGS TEST OF PERSONALITY - FORM H Affective (IPR)	2	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	0	0	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
Q-TAGS TEST OF PERSONALITY - FORM H Hostile (IPR)	2	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	0	0	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
Q-TAGS TEST OF PERSONALITY - FORM S Affective (IPR)	2	1	2	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	0	0	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
Q-TAGS TEST OF PERSONALITY - FORM S Hostile (IPR)	2	1	2	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	0	0	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
SELF-CONCEPT AND MOTIVATION INVENTORY (WHAT FACE WOULD YOU WEAR?) - EARLY ELEMENTARY FORM Achievement Investment (POM)	0	1	1	0	0	0	0	0	1	0	0	1	1	1	1	1	1	1	2	2	1	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
SYMPTOMATOLOGY AND IDENTIFICATION OF A CHILD WITH LEARNING DISABILITIES Social and Behavioral Characteristics (PI)	0	0	1	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
IV. Responsibility and Self-Control																																					
AAMD ADAPTIVE BEHAVIOR SCALE Hyperactive Tendencies (AAMD)	2	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	1	1	1	1	0	1	1	0	1	1	0	0	0	0	0	1	P G F P
AAMD ADAPTIVE BEHAVIOR SCALE Rebellious Behavior (AAMD)	2	1	1	0	0	0	0	0	1	0	1	1	1	1	1	1	1	1	2	0	1	1	1	1	0	1	1	0	1	1	0	0	0	0	0	0	P F F P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
AAMD ADAPTIVE BEHAVIOR SCALE Responsibility (AAMD)	2	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	1	1	1	1	0	1	1	0	1	1	0	0	0	0	0	0	P G F P
AAMD ADAPTIVE BEHAVIOR SCALE Vocational Activity (AAMD)	2	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	1	1	1	1	0	1	1	0	1	1	0	0	0	0	0	0	P G F P
ANIMAL CRACKERS: A TEST OF MOTIVATION TO ACHIEVE Instrumental Activity (CTB)	3	1	1	1	0	0	0	0	2	0	1	1	1	1	1	1	0	1	2	1	1	1	2	1	1	1	0	0	1	1	0	2	0	1	0	2	P F F P
BRISTOL SOCIAL-ADJUSTMENT GUIDES - 1 AND 2 The Child in School Inconsequence (EITS)	2	1	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	1	1	0	1	1	1	0	0	0	0	0	0	0	0	0	P F P P
BRISTOL SOCIAL-ADJUSTMENT GUIDES - 1 AND 2 The Child in School Neurological (EITS)	2	0	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	1	1	0	1	1	1	0	0	0	0	0	0	0	0	0	P F P P
BRISTOL SOCIAL-ADJUSTMENT GUIDES - THE CHILD IN RESIDENTIAL CARE Habit Disorders (NFER)	0	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
BRISTOL SOCIAL-ADJUSTMENT GUIDES - THE CHILD IN RESIDENTIAL CARE Inconsequence (NFER)	0	1	1	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
BRISTOL SOCIAL-ADJUSTMENT GUIDES - THE CHILD IN THE FAMILY Child's Attitudes to the Father Hostility-Anxiety Conflict (NFER)	0	0	1	0	0	0	0	0	0	0	1	1	1	0	1	1	1	1	2	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
BRISTOL SOCIAL-ADJUSTMENT GUIDES - THE CHILD IN THE FAMILY Child's General Family-Insecurity Avoidance (NFER)	0	1	2	0	0	0	0	0	0	0	1	1	1	0	1	1	1	1	2	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
BURKS' BEHAVIOR RATING SCALE FOR ORGANIC BRAIN DYSFUNCTION Vegetative-Autonomic (AP)	2	1	2	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	2	0	1	1	1	0	0	1	0	0	0	1	0	0	0	0	0	0	P F P P
BURKS' BEHAVIOR RATING SCALES Poor Impulse Control (AP)	2	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	0	1	1	1	1	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
BURKS' BEHAVIOR RATING SCALES Poor Social Conformity (AP)	2	0	2	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	1	0	1	1	1	1	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
CALIFORNIA TEST OF PERSONALITY - PRIMARY Personal Adjustment Self-Reliance (CTB)	2	1	1	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	0	1	1	2	1	1	1	1	0	1	1	0	0	0	0	0	0	P G F P
CHILD BEHAVIOR RATING SCALE Self-Adjustment (WPS)	2	2	1	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	1	1	0	0	0	0	1	1	0	0	0	0	0	1	P F P P
CHILDREN'S BEHAVIOR QUESTIONNAIRE Scale B (2) to be Completed by Teachers Antisocial (MR)	0	0	1	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
DETROIT ADJUSTMENT INVENTORY - DELTA FORM Community - Status (BMC)	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P P P P
DETROIT ADJUSTMENT INVENTORY - DELTA FORM Reaction Status - Total (BMC)	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P P P P
DETROIT ADJUSTMENT INVENTORY - DELTA FORM School - Emotional (BMC)	0	0	1	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P

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	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION				
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form							
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P			
DEVELOPMENTAL PROFILE Self-Help Age (PDP)	1	0	2	0	0	0	0	0	2	1	1	1	0	0	1	1	0	1	2	0	1	0	1	1	0	0	1	0	1	0	0	0	0	0	0	0	P	F	P	P
DEVEREUX ELEMENTARY SCHOOL BEHAVIOR RATING SCALE Additional Items Unable to Change (DFP)	1	0	1	0	0	0	0	0	2	0	1	1	0	0	0	1	0	1	1	0	1	1	0	1	0	0	0	0	1	0	0	0	0	0	0	0	P	P	P	P
DEVEREUX ELEMENTARY SCHOOL BEHAVIOR RATING SCALE Classroom Disturbance (DFP)	1	1	2	0	0	0	0	0	2	0	1	1	0	0	0	1	0	1	1	0	1	1	0	1	0	0	0	0	1	0	0	0	0	0	0	0	P	P	P	P
DEVEREUX ELEMENTARY SCHOOL BEHAVIOR RATING SCALE External Blame (DFP)	1	1	1	0	0	0	0	0	2	0	1	1	0	0	0	1	0	1	1	0	1	1	0	1	0	0	0	0	1	0	0	0	0	0	0	0	P	P	P	P
DEVEREUX ELEMENTARY SCHOOL BEHAVIOR RATING SCALE Impatience (DFP)	1	1	2	0	0	0	0	0	2	0	1	1	0	0	0	1	0	1	1	0	1	1	0	1	0	0	0	0	1	0	0	0	0	0	0	0	P	P	P	P
DEVEREUX ELEMENTARY SCHOOL BEHAVIOR RATING SCALE Irrelevant-Responsiveness (DFP)	1	0	0	0	0	0	0	0	2	0	1	1	0	0	0	1	0	1	1	0	1	1	0	1	0	0	0	0	1	0	0	0	0	0	0	0	P	P	P	P
HAND TEST Average Initial Response Time (WPS)	1	0	1	0	0	0	0	0	2	0	1	1	0	0	1	0	1	1	1	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P	F	P	P
HAND TEST High Minus Low (WPS)	1	0	1	0	0	0	0	0	2	0	1	1	0	0	1	0	1	1	1	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P	F	P	P
INITIAL LEARNING ASSESSMENT Behavioral and Emotional Characteristics (ATP)	0	0	1	0	0	0	0	0	2	0	1	0	0	0	0	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P	P	P	P
INSTITUTE OF CHILD STUDY SECURITY TEST - PRIMARY FORM Consistency (GCT)	1	0	0	0	1	0	0	1	1	0	1	1	0	0	1	1	1	1	0	1	1	0	1	0	1	0	0	0	1	0	0	0	0	1	1	1	P	F	P	P
INSTITUTE OF CHILD STUDY SECURITY TEST - PRIMARY FORM Security (GCT)	1	1	2	0	1	0	0	1	1	0	1	1	0	0	1	1	1	1	0	1	1	0	1	0	1	0	0	0	1	0	0	0	0	1	3	1	P	F	P	P
LOUISVILLE BEHAVIOR CHECK LIST - FORM E1 Hyperactivity (CPRC)	1	0	1	0	0	0	0	0	0	0	0	1	0	0	1	1	1	1	2	0	0	0	1	0	1	1	0	0	0	0	0	0	0	0	0	0	P	P	P	P
LOUISVILLE BEHAVIOR CHECK LIST - FORM E1 Psychotic Behavior (CPRC)	1	1	1	0	0	0	0	0	0	0	0	1	0	0	1	1	1	1	2	0	0	0	1	0	1	1	0	0	0	0	0	0	0	0	0	0	P	P	P	P
LOUISVILLE BEHAVIOR CHECK LIST - FORM E1 Rare Deviance (CPRC)	1	1	0	0	0	0	0	0	0	0	0	1	0	0	1	1	1	1	2	0	0	0	1	0	1	1	0	0	0	0	0	0	0	0	0	0	P	P	P	P
LOUISVILLE BEHAVIOR CHECK LIST - FORM E1 Scan Items (CPRC)	1	1	1	0	0	0	0	0	0	0	0	1	0	0	1	1	1	1	2	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P	P	P	P
MINNESOTA SCHOOL AFFECT ASSESSMENT - FORM CL External Locus of Control (MSTP)	0	0	2	0	0	0	0	0	2	0	1	0	0	1	1	1	1	1	1	2	0	0	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P	F	P	P
MINNESOTA SCHOOL AFFECT ASSESSMENT - FORM CL Extrinsic Motivation (MSTP)	0	0	2	0	0	0	0	0	2	0	1	0	0	1	1	1	1	1	1	2	0	0	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P	F	P	P
OTTAWA SCHOOL BEHAVIOR CHECKLIST Conduct Problem (PCL)	0	1	1	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	2	0	0	0	0	0	0	1	0	0	0	0	0	0	P	F	P	P

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	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
OTTAWA SCHOOL BEHAVIOR CHECKLIST Immaturity (PCL)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	2	0	0	0	0	0	0	1	0	0	0	0	0	0	P F P P
OTTAWA SCHOOL BEHAVIOR CHECKLIST Over-Activity (PCL)	0	1	1	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	2	0	0	0	0	0	0	1	0	0	0	0	0	0	P F P P
OTTAWA SCHOOL BEHAVIOR CHECKLIST Personality Problem (PCL)	0	1	1	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	2	0	0	0	0	0	0	1	0	0	0	0	0	0	P F P P
OTTAWA SCHOOL BEHAVIOR CHECKLIST Total (PCL)	0	1	1	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	2	0	0	0	0	0	0	1	0	0	0	0	0	0	P F P P
PERSONALITY RATING SCALE Dependability (ETSA)	1	0	2	0	0	0	0	1	0	0	1	1	1	1	1	1	0	1	0	2	1	0	1	0	[illegible]	0	0	0	1	0	0	0	0	0	0	0	P F P P
PERSONALITY RATING SCALE Punctuality (ETSA)	1	0	2	0	0	0	0	1	0	0	1	1	1	1	1	1	0	1	0	2	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
PRECISION REFERRAL FORM (CRSP)	0	1	0	0	0	0	0	0	1	0	1	1	0	0	0	1	1	1	0	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
PRESCHOOL ATTAINMENT RECORD Responsibility (AGS)	1	1	1	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	1	0	1	0	0	1	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
Q-TAGS TEST OF PERSONALITY - FORM H Reverie (IPR)	2	0	2	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	0	0	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
Q-TAGS TEST OF PERSONALITY - FORM S Reverie (IPR)	2	0	2	0	0	0	0	0	0	0	1	1	1	0	1	1	1	1	0	0	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
QUICK NEUROLOGICAL SCREENING TEST Behavioral Irregularities (ATP)	1	1	1	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	0	1	0	1	1	1	0	0	0	0	0	0	0	0	0	0	P F P P
SYMPTOMATOLOGY AND IDENTIFICATION OF A CHILD WITH LEARNING DISABILITIES Hyper-Active, Hyper-Kinetic (PI)	0	0	2	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
SYMPTOMATOLOGY AND IDENTIFICATION OF A CHILD WITH LEARNING DISABILITIES Impulsivity (PI)	0	0	1	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Aggression Motivation (DCH)	1	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Anality Motivation (DCH)	1	0	1	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Anality Outcome (DCH)	1	0	1	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
WATSON READING-READINESS TEST Subjective Test (BSC)	1	1	0	0	0	0	0	0	1	0	1	0	0	0	1	1	1	1	0	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent / Factorial	Experimental / Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
I. SOCIALIZATION																																					
AAMD ADAPTIVE BEHAVIOR SCALE Antisocial Behavior (AAMD)	2	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	1	1	1	1	0	1	1	0	1	1	0	0	0	0	0	0	P G F P
AAMD ADAPTIVE BEHAVIOR SCALE Socialization (AAMD)	2	1	2	0	0	0	0	0	1	0	1	1	1	1	1	1	1	1	2	0	1	1	1	1	0	1	1	0	1	1	0	0	0	0	1	1	P F F P
CALIFORNIA TEST OF PERSONALITY - PRIMARY Total Adjustment (CTB)	2	1	0	0	0	0	0	1	1	0	1	1	1	1	1	1	1	1	2	0	1	0	2	1	1	1	1	0	1	1	0	0	0	0	0	0	P G F P
MULTIDIMENSIONAL MATURITY SCALE Social Maturity (PI)	1	0	1	0	0	0	0	0	1	0	1	1	0	0	0	1	0	1	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
II. Social Awareness																																					
AAMD ADAPTIVE BEHAVIOR SCALE Inappropriate Interpersonal Manners (AAMD)	2	0	2	0	0	0	0	0	0	0	1	1	1	1	1	1	1	1	2	0	1	1	1	1	0	1	1	0	1	1	0	0	0	0	0	0	P F F P
AAMD ADAPTIVE BEHAVIOR SCALE Withdrawal (AAMD)	2	0	1	0	0	0	0	0	1	0	1	1	1	1	1	1	1	1	2	0	1	1	1	1	0	1	1	0	1	1	0	0	0	0	0	0	P F F P
ANALYSIS OF READINESS SKILLS, READING AND MATHEMATICS Visual Perception of Letters (HBJ)	1	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	1	1	1	2	1	0	1	0	1	1	1	0	2	0	0	0	0	P G F P
CALIFORNIA TEST OF PERSONALITY - PRIMARY Social Adjustment School Relations (CTB)	2	1	1	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	0	1	1	2	1	1	1	1	0	1	1	0	0	0	0	0	0	P G F P
IT SCALE FOR CHILDREN (PTS)	1	0	2	0	0	0	0	0	0	0	0	1	1	0	1	0	1	1	2	0	1	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
PERSONALITY RATING SCALE Boisterous-Quietness (ETSA)	1	0	2	0	0	0	0	1	0	0	1	1	1	1	1	1	0	1	0	2	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
PERSONALITY RATING SCALE Popularity (ETSA)	1	0	2	0	0	0	0	1	0	0	1	1	1	1	1	1	0	1	0	2	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Aggression Affect (DCH)	1	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Aggression Perception (DCH)	1	0	2	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Anality Perception (DCH)	1	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Conscience Perception (DCH)	1	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Identification Outcome (DCH)	1	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent / Factorial	Experimental / Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
TASKS OF EMOTIONAL DEVELOPMENT TEST Identification Perception (DCH)	1	0	1	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Learning Perception (DCH)	1	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Limits Motivation (DCH)	1	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Limits Outcome (DCH)	1	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Limits Perception (DCH)	1	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Oedipal Perception (DCH)	1	0	1	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Self-Concept Perception (DCH)	1	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Separation Outcome (DCH)	1	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Separation Perception (DCH)	1	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Siblings Motivation (DCH)	1	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Siblings Outcome (DCH)	1	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Siblings Perception (DCH)	1	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Socialization Perception (DCH)	1	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Trust Motivation (DCH)	1	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Trust Outcome (DCH)	1	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Trust Perception (DCH)	1	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
48. Social Values and Conduct																																					
BARCLAY EARLY CHILDHOOD ASSESSMENT GUIDE Social Interaction (ESD)	0	1	1	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
BENE-ANTHONY FAMILY RELATIONS TEST FOR YOUNG CHILDREN Sum of Negative - Father (NFER)	1	0	2	0	0	0	0	0	0	0	1	0	0	0	1	0	0	1	2	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
BENE-ANTHONY FAMILY RELATIONS TEST FOR YOUNG CHILDREN Sum of Negative - Mother (NFER)	1	0	2	0	0	0	0	0	0	0	1	0	0	0	1	0	0	1	2	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
BENE-ANTHONY FAMILY RELATIONS TEST FOR YOUNG CHILDREN Sum of Negative - Nobody (NFER)	1	0	2	0	0	0	0	0	0	0	1	0	0	0	1	0	0	1	2	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
BENE-ANTHONY FAMILY RELATIONS TEST FOR YOUNG CHILDREN Sum of Negative - Others in the Family (NFER)	1	0	2	0	0	0	0	0	0	0	1	0	0	0	1	0	0	1	2	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
BENE-ANTHONY FAMILY RELATIONS TEST FOR YOUNG CHILDREN Sum of Negative - Self (NFER)	1	0	2	0	0	0	0	0	0	0	1	0	0	0	1	0	0	1	2	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
BENE-ANTHONY FAMILY RELATIONS TEST FOR YOUNG CHILDREN Sum of Negative - Siblings (NFER)	1	0	2	0	0	0	0	0	0	0	1	0	0	0	1	0	0	1	2	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
BENE-ANTHONY FAMILY RELATIONS TEST FOR YOUNG CHILDREN Sum of Positive - Father (NFER)	1	0	2	0	0	0	0	0	0	0	1	0	0	0	1	0	0	1	2	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
BENE-ANTHONY FAMILY RELATIONS TEST FOR YOUNG CHILDREN Sum of Positive - Mother (NFER)	1	0	2	0	0	0	0	0	0	0	1	0	0	0	1	0	0	1	2	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
BENE-ANTHONY FAMILY RELATIONS TEST FOR YOUNG CHILDREN Sum of Positive - Nobody (NFER)	1	0	2	0	0	0	0	0	0	0	1	0	0	0	1	0	0	1	2	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
BENE-ANTHONY FAMILY RELATIONS TEST FOR YOUNG CHILDREN Sum of Positive - Others in the Family (NFER)	1	0	2	0	0	0	0	0	0	0	1	0	0	0	1	0	0	1	2	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
BENE-ANTHONY FAMILY RELATIONS TEST FOR YOUNG CHILDREN Sum of Positive - Self (NFER)	1	0	2	0	0	0	0	0	0	0	1	0	0	0	1	0	0	1	2	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
BENE-ANTHONY FAMILY RELATIONS TEST FOR YOUNG CHILDREN Sum of Positive - Siblings (NFER)	1	0	2	0	0	0	0	0	0	0	1	0	0	0	1	0	0	1	2	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
BENE-ANTHONY FAMILY RELATIONS TEST FOR YOUNG CHILDREN Total Involvement - Father (NFER)	1	0	2	0	0	0	0	0	0	0	1	0	0	0	1	0	0	1	2	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
BENE-ANTHONY FAMILY RELATIONS TEST FOR YOUNG CHILDREN Total Involvement - Mother (NFER)	1	0	2	0	0	0	0	0	0	0	1	0	[illegible]	0	1	0	0	1	2	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
BENE-ANTHONY FAMILY RELATIONS TEST FOR YOUNG CHILDREN Total Involvement - Nobody (NFER)	1	0	2	0	0	0	0	0	0	0	1	0	0	0	1	0	0	1	2	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
BENE-ANTHONY FAMILY RELATIONS TEST FOR YOUNG CHILDREN Total Involvement - Others in the Family (NFER)	1	0	2	0	0	0	0	0	0	0	1	0	0	0	1	0	0	1	2	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
BENE-ANTHONY FAMILY RELATIONS TEST FOR YOUNG CHILDREN Total Involvement - Self (NFER)	1	0	2	0	0	0	0	0	0	0	1	0	0	0	1	0	0	1	2	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
BENE-ANTHONY FAMILY RELATIONS TEST FOR YOUNG CHILDREN Total Involvement - Siblings (NFER)	1	0	2	0	0	0	0	0	0	0	1	0	0	0	1	0	0	1	2	0	0	0	1	0	0	0	0	0	0	0	0	[illegible]	0	0	0	0	P P P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent / Factorial	Experimental/ Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
BRADFIELD CLASSROOM INTERACTION ANALYSIS Pupil/Pupil/Teacher Interaction scale (ATP)	0	1	2	0	0	0	0	0	2	0	1	1	0	0	1	1	0	1	0	1	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
BRISTOL SOCIAL-ADJUSTMENT GUIDES - 1 AND 2 The Child in School Hostility (EITS)	2	1	1	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	1	1	0	1	1	1	0	0	0	0	0	0	0	0	0	P F P P
BRISTOL SOCIAL ADJUSTMENT GUIDES - 1 AND 2 The Child in School Over-Reaction Total (EITS)	2	1	1	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	1	1	0	1	1	1	0	0	0	0	0	0	0	0	0	P F P P
BRISTOL SOCIAL-ADJUSTMENT GUIDES - 1 AND 2 The Child in School Peer-Maladaptiveness (EITS)	2	1	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	1	1	0	1	1	1	0	0	0	0	0	0	0	0	0	P F P P
BRISTOL SOCIAL-ADJUSTMENT GUIDES - 1 AND 2 The Child in School Withdrawal (EITS)	2	1	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	1	1	0	1	1	1	0	0	0	0	0	0	0	0	0	P F P P
BRISTOL SOCIAL-ADJUSTMENT GUIDES - THE CHILD IN RESIDENTIAL CARE Human Unconcern (NFER)	0	0	2	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
BRISTOL SOCIAL-ADJUSTMENT GUIDES - THE CHILD IN RESIDENTIAL CARE Peer-Maladaptiveness (NFER)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
BRISTOL SOCIAL-ADJUSTMENT GUIDES - THE CHILD IN RESIDENTIAL CARE Withdrawal (NFER)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
BRISTOL SOCIAL-ADJUSTMENT GUIDES - THE CHILD IN THE FAMILY Child's Attitudes to the Father Estrangement (NFER)	0	0	1	0	0	0	0	0	0	0	1	1	1	0	1	1	1	1	2	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
BRISTOL SOCIAL-ADJUSTMENT GUIDES - THE CHILD IN THE FAMILY Child's Attitudes to the Mother Estrangement (NFER)	0	1	2	0	0	0	0	0	0	0	1	1	1	0	1	1	1	2	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
BRISTOL SOCIAL-ADJUSTMENT GUIDES - THE CHILD IN THE FAMILY Child's General Family-Insecurity Miscellaneous Symptoms of Family-Insecurity (NFER)	0	0	1	0	0	0	0	0	0	0	1	1	1	0	1	1	1	1	2	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
BRISTOL SOCIAL-ADJUSTMENT GUIDES - THE CHILD IN THE FAMILY Child's General Family-Insecurity Seeking Parent-Substitute (NFER)	0	0	1	0	0	0	0	0	0	0	1	1	1	0	1	1	1	1	2	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
BRISTOL SOCIAL-ADJUSTMENT GUIDES - THE CHILD IN THE FAMILY Diagnostic Summary (NFER)	0	0	0	0	0	0	0	0	0	0	1	1	1	0	1	1	1	1	2	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
BURKS' BEHAVIOR RATING SCALE FOR ORGANIC BRAIN DYSFUNCTION Social-Emotional (AP)	2	1	1	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	2	0	1	1	1	0	0	1	0	0	0	1	0	0	0	0	0	0	P F P P
BURKS' BEHAVIOR RATING SCALES Excessive Aggressiveness (AP)	2	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	0	1	1	1	1	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
BURKS' BEHAVIOR RATING SCALES Excessive Resistance (AP)	2	0	1	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	1	0	1	1	1	1	0	0	0	0	1	1	0	0		0	0	0	P F P P
BURKS' BEHAVIOR RATING SCALES Excessive Sense of Persecution (AP)	2	1	2	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	1	0	1	1	1	1	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
BURKS' BEHAVIOR RATING SCALES Excessive Sexuality (AP)	2	0	1	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	1	0	1	1	1	1	0	0	0	0	1	1	0	0	0	0	0	0	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
BURKS' BEHAVIOR RATING SCALES Excessive Withdrawal (AP)	2	1	2	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	1	0	1	1	1	1	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
BURKS' BEHAVIOR RATING SCALES Poor Sense of Identity (AP)	2	1	2	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	1	0	1	1	1	1	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
CALIFORNIA TEST OF PERSONALITY - PRIMARY Personal Adjustment Withdrawing Tendencies (CTB)	2	1	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	0	1	1	2	1	1	1	1	0	1	1	0	0	0	0	0	0	P G F P
CALIFORNIA TEST OF PERSONALITY - PRIMARY Social Adjustment Anti-Social Tendencies (CTB)	2	1	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	0	1	1	2	1	1	1	1	0	1	1	0	0	0	0	0	0	P G F P
CALIFORNIA TEST OF PERSONALITY - PRIMARY Social Adjustment Community Relations (CTB)	2	1	1	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	0	1	1	2	1	1	1	1	0	1	1	0	0	0	0	0	0	P G F P
CALIFORNIA TEST OF PERSONALITY - PRIMARY Social Adjustment Social Skills (CTB)	2	1	1	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	0	1	1	2	1	1	1	1	0	1	1	0	0	0	0	0	0	P G F P
CALIFORNIA TEST OF PERSONALITY - PRIMARY Social Adjustment Total (CTB)	2	2	1	0	0	0	0	1	1	0	1	1	1	1	1	1	1	1	2	0	1	0	2	1	1	1	1	0	1	1	0	0	0	0	0	0	P G F P
CHILD BEHAVIOR RATING SCALE Home Adjustment (WPS)	2	0	0	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	2	0	1	1	1	1	0	0	0	0	1	1	0	0	0	0	0	1	P F P P
CHILD BEHAVIOR RATING SCALE Personality Total Adjustment (WPS)	2	2	0	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	2	0	1	1	1	1	0	0	0	0	1	1	0	0	0	0	0	1	P F P P
CHILD BEHAVIOR RATING SCALE Social Adjustment (WPS)	2	2	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	1	1	0	0	0	0	1	1	0	0	0	0	0	1	P F P P
CHILDREN'S BEHAVIOR QUESTIONNAIRE Scale A (2) to be Completed by Parents Antisocial (MR)	0	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
CHILDREN'S SELF-CONCEPTION TEST Acceptance of Social Values (MBC)	0	0	1	0	0	0	0	1	0	0	1	1	0	0	1	0	0	1	0	2	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
CHILDREN'S SELF-CONCEPTION TEST Rejection of Social Values (MBC)	0	0	1	0	0	0	0	1	0	0	1	1	0	0	1	0	0	1	0	2	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
DETROIT ADJUSTMENT INVENTORY - DELTA FORM Community - Emotional (BMC)	0	0	1	0	0	0	0	0	1	0	0	1	0	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
DETROIT ADJUSTMENT INVENTORY - DELTA FORM Community - Social (BMC)	0	1	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
DETROIT ADJUSTMENT INVENTORY - DELTA FORM Environment Community - Total (BMC)	0	1	0	0	0	0	0	0	1	0	0	1	0	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
DETROIT ADJUSTMENT INVENTORY - DELTA FORM Environment Home - Total (BMC)	0	1	0	0	0	0	0	0	1	0	0	1	0	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
DETROIT ADJUSTMENT INVENTORY - DELTA FORM Environment School - Total (BMC)	0	1	1	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G I L P
DETROIT ADJUSTMENT INVENTORY - DELTA FORM Home - Ethical (BMC)	0	0	1	0	0	0	0	0	1	0	1	1	0	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
DETROIT ADJUSTMENT INVENTORY - DELTA FORM Home - Social (BMC)	0	0	0	0	0	0	0	0	1	0	1	1	0	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
DETROIT ADJUSTMENT INVENTORY - DELTA FORM Reaction Social - Total (BMC)	0	1	1	0	0	0	0	0	1	0	1	1	0	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
DETROIT ADJUSTMENT INVENTORY - DELTA FORM School - Ethical (BMC)	0	1	1	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
DETROIT ADJUSTMENT INVENTORY - DELTA FORM School - Social (BMC)	0	1	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
DETROIT ADJUSTMENT INVENTORY - DELTA FORM Total (BMC)	0	1	0	0	0	0	0	0	1	0	0	1	0	0	1	1	1	1	2	0	1	0	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
DEVELOPMENTAL PROFILE Social Age (PDP)	1	1	2	0	0	0	0	0	2	1	1	1	0	0	1	1	0	1	2	0	1	0	1	1	0	0	1	0	1	0	0	0	0	0	0	0	P F P P
DEVEREUX ELEMENTARY SCHOOL BEHAVIOR RATING SCALE Needs Closeness to Teacher (DFP)	1	1	1	0	0	0	0	0	2	0	1	1	0	0	0	1	0	1	1	0	1	1	0	1	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
EARLY SCHOOL PERSONALITY QUESTIONNAIRE Reserved vs. Outgoing (IPAT)	1	1	0	0	0	0	0	0	1	0	1	1	1	1	0	0	0	1	2	1	1	0	2	1	0	1	0	0	1	1	0	0	0	0	1	1	P F F P
HAND TEST Acting Out Ratio (WPS)	1	0	1	0	0	0	0	0	2	0	1	1	0	0	1	0	1	1	1	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
HAND TEST Affection (WPS)	1	0	1	0	0	0	0	0	2	0	1	1	0	0	1	0	1	1	1	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
HAND TEST Aggression (WPS)	1	0	1	0	0	0	0	0	2	0	1	1	0	0	1	0	1	1	1	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
HAND TEST Communication (WPS)	1	0	1	0	0	0	0	0	2	0	1	1	0	0	1	0	1	1	1	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
HAND TEST Direction (WPS)	1	0	1	0	0	0	0	0	2	0	1	1	0	0	1	0	1	1	1	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
HAND TEST Interpersonal (WPS)	1	0	1	0	0	0	0	0	2	0	1	1	0	0	1	0	1	1	1	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
INTERPERSONAL EFFECTIVENESS DIAGNOSIS Peer - Pattern (HDTI)	2	0	2	0	0	0	0	1	0	0	1	1	1	1	1	1	1	1	1	2	1	1	1	1	0	0	0	0	1	1	0	0	0	0	0	0	P F F P
LOUISVILLE BEHAVIOR CHECK LIST - FORM E1 Aggression Total (CPRC)	1	1	1	0	0	0	0	0	0	0	0	1	0	0	1	1	1	1	2	0	0	0	1	0	1	1	0	0	0	0	0	0	0	0	0	0	P P P P
LOUISVILLE BEHAVIOR CHECK LIST - FORM E1 Antisocial (CPRC)	1	1	1	0	0	0	0	0	0	0	0	1	0	0	1	1	1	1	2	0	0	0	1	0	1	1	0	0	0	0	0	0	0	0	0	0	P P P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT					COMPREHENSION			INSTRUCTIONS			FORMAT					ADMINISTRATION					INTERPRETATION						RELIABILITY						
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational	CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence	POWER/SPEED TEST	RECORDING ANSWERS	Testing Group Size	Administrator	Time	EASE OF SCORING	QUALITY OF MANUAL	Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter	CAN DECISIONS BE MADE?	Test – Retest	Internal Consistency	Alternate Form	REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-P
LOUISVILLE BEHAVIOR CHECK LIST - FORM E1 Infantile Aggression (CPRC)	1	1	1	0	0	0	0	0	0	0	0	1	0	0	1	1	1	1	2	0	0	0	1	0	1	1	0	0	0	0	0	0	0	0	0	0	P P P P
LOUISVILLE BEHAVIOR CHECK LIST - FORM E1 Prosocial Deficit (CPRC)	1	1	1	0	0	0	0	0	0	0	0	1	0	0	1	1	1	1	2	0	0	0	1	0	1	1	0	0	0	0	0	0	0	0	0	0	P P P P
MINNESOTA SCHOOL AFFECT ASSESSMENT - FORM CL Academic Fellowship (MSTP)	0	1	2	0	0	0	0	0	2	0	1	0	0	1	1	1	1	1	1	2	0	0	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
MINNESOTA SCHOOL AFFECT ASSESSMENT - FORM CL Co-Operation (MSTP)	0	1	1	0	0	0	0	0	2	0	1	0	0	1	1	1	1	1	1	2	0	0	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
MINNESOTA SCHOOL AFFECT ASSESSMENT - FORM CL Importance of Affect (MSTP)	0	0	1	0	0	0	0	0	1	0	1	0	0	1	1	1	1	1	1	2	0	0	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
MINNESOTA SCHOOL AFFECT ASSESSMENT - FORM CL Peers (MSTP)	0	0	2	0	0	0	0	0	2	0	1	0	0	1	1	1	1	1	1	2	0	0	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
PERSONALITY RATING SCALE Co-Operation (ETSA)	1	1	2	0	0	0	0	1	0	0	1	1	1	1	1	1	0	1	0	2	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
PERSONALITY RATING SCALE Courtesy (ETSA)	1	0	2	0	0	0	0	1	0	0	1	1	1	1	1	1	0	1	0	2	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
PERSONALITY RATING SCALE Entertaining (ETSA)	1	0	2	0	0	0	0	1	0	0	1	1	1	1	1	1	0	1	0	2	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
PERSONALITY RATING SCALE Generosity (ETSA)	1	0	2	0	0	0	0	1	0	0	1	1	1	1	1	1	0	1	0	2	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
PERSONALITY RATING SCALE Sociability (ETSA)	1	1	2	0	0	0	0	1	0	0	1	1	1	1	1	1	0	1	0	2	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
PERSONALITY RATING SCALE Thoughtfulness (ETSA)	1	1	2	0	0	0	0	1	0	0	1	1	1	1	1	1	0	1	0	2	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
PRESCHOOL ATTAINMENT RECORD Rapport (AGS)	1	1	1	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	1	0	1	0	0	1	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
PRIMARY SCHOOL BEHAVIOR Q-SORT Responsible vs. Irresponsible Behavior (PARP)	3	2	2	0	0	0	0	0	2	0	1	1	1	0	0	1	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
PRIMARY SELF-CONCEPT INVENTORY Social-Self Domain (LCI)	0	1	1	0	0	0	0	0	1	0	1	1	0	1	0	1	1	1	2	2	1	0	1	1	1	1	0	0	0	1	0	0	0	0	0	0	P F F P
PRIMARY SELF-CONCEPT SCALE Peer Aggressiveness/Cooperation (DCBBE)	1	0	1	0	0	0	0	0	2	0	1	1	1	0	0	0	1	1	2	2	1	0	0	0	0	0	0	0	1	1	0	0	0	1	0	0	P F P P
PRIMARY SELF-CONCEPT SCALE Peer Ostracism/Acceptance (DCBBE)	1	0	2	0	0	0	0	0	2	0	1	1	1	0	0	0	1	1	2	2	1	0	0	0	0	0	0	0	1	1	0	0	0	1	0	0	P F P P
Q-TAGS TEST OF PERSONALITY - FORM H Social (IPR)	2	2	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	0	0	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	[illegible]
Q-TAGS TEST OF PERSONALITY - FORM S Social (IPR)	2	2	2	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	0	0	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
SCHOOL ATTITUDE SURVEY About Other Children and Me (AP)	2	1	2	0	0	0	0	1	0	0	0	1	1	0	0	1	1	1	1	2	1	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P P P P
SCHOOL BEHAVIOR CHECK LIST-FORM A1 (CPRC)	0	1	1	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	1	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
SYMPTOMATOLOGY AND IDENTIFICATION OF A CHILD WITH LEARNING DISABILITIES Aggressive Behavior (PI)	0	0	2	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Anality Affect (DCH)	1	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Identification Affect (DCH)	1	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Identification Motivation (DCH)	1	0	1	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Limits Affect (DCH)	1	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Oedipal Affect (DCH)	1	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Oedipal Motivation (DCH)	1	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Oedipal Outcome (DCH)	1	0	1	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	F F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Siblings Affect (DCH)	1	0	1	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Socialization Affect (DCH)	1	1	1	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Trust Affect (DCH)	1	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
WRAY BEHAVIOR SCALE (RDCES)	0	1	1	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
3. ATTITUDES, VALUES, AND MOTIVATION																																					
ACADEMIC READINESS SCALE Retention or Special Class Placement Checklist (AP)	0	0	0	0	0	0	0	0	1	0	1	1	1	0	0	0	0	1	2	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
DAILY BEHAVIOR CARD (B)	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	1	0	1	1	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY						
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational		
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2
EARLY SCHOOL PERSONALITY QUESTIONNAIRE Disregards Rules vs. Conscientious (IPAT)	1	0	1	0	0	0	0
MACMILLAN READING READINESS TEST, REVISED EDITION Rating Scale (MC)	0	0	0	0	0	1	1
MULTIDEMENSIONAL MATURITY SCALE Psychosexual Maturity (PI)	1	0	0	0	0	0	0
II. School Orientation							
ANIMAL CRACKERS: A TEST OF MOTIVATION TO ACHIEVE School Enjoyment (CTB)	3	2	2	1	0	0	0
CHILD BEHAVIOR RATING SCALE School Adjustment (WPS)	2	1	2	0	0	0	0
CHILDREN'S PICTORIAL ATTITUDE SCALE (JWL)	1	2	2	0	0	0	0
DETROIT ADJUSTMENT INVENTORY - DELTA FORM School - Status (BMC)	0	1	1	0	0	0	0
DEVEREUX ELEMENTARY SCHOOL BEHAVIOR RATING SCALE Disrespect-Defiance (DFP)	1	1	1	0	0	0	0
EDUCATION APPERCEPTION TEST (WPS)	2	2	2	0	0	0	0
INTERPERSONAL EFFECTIVENESS DIAGNOSIS Administrative - Pattern (HDTI)	2	1	1	0	0	0	0
INTERPERSONAL EFFECTIVENESS DIAGNOSIS Teacher - Pattern (HDTI)	2	0	2	0	0	0	0
MINNESOTA SCHOOL AFFECT ASSESSMENT - FORM CL Academic Set (MSTP)	0	1	2	0	0	0	0
MINNESOTA SCHOOL AFFECT ASSESSMENT - FORM CL Behavioral Constraint (MSTP)	0	0	1	0	0	0	0
MINNESOTA SCHOOL AFFECT ASSESSMENT - FORM CL General School Interest (MSTP)	0	1	2	0	0	0	0
MINNESOTA SCHOOL AFFECT ASSESSMENT - FORM CL Intrinsic Motivation (MSTP)	0	1	2	0	0	0	0
MINNESOTA SCHOOL AFFECT ASSESSMENT - FORM CL Marking Basis (MSTP)	0	0	1	0	0	0	0
MINNESOTA SCHOOL AFFECT ASSESSMENT - FORM CL Non-Communication (MSTP)	0	0	1	0	0	0	0

ELEMENTARY GOAL TEST NAME	EXAMINEE APPROPRIATENESS											
	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS
		Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustrations & Print	Item Coherence		
Rating Range:	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2
EARLY SCHOOL PERSONALITY QUESTIONNAIRE Disregards Rules vs. Conscientious (IPAT)	0	1	0	1	1	1	1	0	0	0	1	2
MACMILLAN READING READINESS TEST, REVISED EDITION Rating Scale (MC)	0	2	0	1	1	0	0	1	0	1	1	2
MULTIDEMENSIONAL MATURITY SCALE Psychosexual Maturity (PI)	0	0	0	0	1	0	0	0	1	0	1	0
II. School Orientation												
ANIMAL CRACKERS: A TEST OF MOTIVATION TO ACHIEVE School Enjoyment (CTB)	0	2	0	1	1	1	1	1	1	0	1	2
CHILD BEHAVIOR RATING SCALE School Adjustment (WPS)	0	2	0	1	1	1	0	1	1	1	1	2
CHILDREN'S PICTORIAL ATTITUDE SCALE (JWL)	0	1	0	1	1	1	0	1	0	1	1	2
DETROIT ADJUSTMENT INVENTORY - DELTA FORM School - Status (BMC)	0	2	0	1	1	0	0	1	1	1	1	2
DEVEREUX ELEMENTARY SCHOOL BEHAVIOR RATING SCALE Disrespect-Defiance (DFP)	0	2	0	1	1	0	0	0	1	0	1	1
EDUCATION APPERCEPTION TEST (WPS)	0	2	0	1	1	1	0	1	1	1	1	2
INTERPERSONAL EFFECTIVENESS DIAGNOSIS Administrative - Pattern (HDTI)	1	0	0	1	1	1	1	1	1	1	1	1
INTERPERSONAL EFFECTIVENESS DIAGNOSIS Teacher - Pattern (HDTI)	1	0	0	1	1	1	1	1	1	1	1	1
MINNESOTA SCHOOL AFFECT ASSESSMENT - FORM CL Academic Set (MSTP)	0	2	0	1	0	0	1	1	1	1	1	1
MINNESOTA SCHOOL AFFECT ASSESSMENT - FORM CL Behavioral Constraint (MSTP)	0	2	0	1	0	0	1	1	1	1	1	1
MINNESOTA SCHOOL AFFECT ASSESSMENT - FORM CL General School Interest (MSTP)	0	2	0	1	0	0	1	1	1	1	1	1
MINNESOTA SCHOOL AFFECT ASSESSMENT - FORM CL Intrinsic Motivation (MSTP)	0	2	0	1	0	0	1	1	1	1	1	1
MINNESOTA SCHOOL AFFECT ASSESSMENT - FORM CL Marking Basis (MSTP)	0	0	0	1	0	0	1	1	1	1	1	1
MINNESOTA SCHOOL AFFECT ASSESSMENT - FORM CL Non-Communication (MSTP)	0	2	0	1	0	0	1	1	1	1	1	1

ELEMENTARY GOAL TEST NAME	ADMINISTRATIVE USABILITY										
	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?
	Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter	
Rating Range:	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3
EARLY SCHOOL PERSONALITY QUESTIONNAIRE Disregards Rules vs. Conscientious (IPAT)	1	1	0	2	1	0	1	0	0	1	1
MACMILLAN READING READINESS TEST, REVISED EDITION Rating Scale (MC)	0	1	1	1	1	1	1	0	0	1	0
MULTIDEMENSIONAL MATURITY SCALE Psychosexual Maturity (PI)	0	0	1	0	0	0	0	0	0	0	0
II. School Orientation											
ANIMAL CRACKERS: A TEST OF MOTIVATION TO ACHIEVE School Enjoyment (CTB)	1	1	1	2	1	1	1	0	0	1	1
CHILD BEHAVIOR RATING SCALE School Adjustment (WPS)	0	1	1	1	1	0	0	0	0	1	1
CHILDREN'S PICTORIAL ATTITUDE SCALE (JWL)	2	1	1	1	0	1	1	0	0	1	0
DETROIT ADJUSTMENT INVENTORY - DELTA FORM School - Status (BMC)	0	1	1	1	0	0	0	0	0	1	1
DEVEREUX ELEMENTARY SCHOOL BEHAVIOR RATING SCALE Disrespect-Defiance (DFP)	0	1	1	0	1	0	0	0	0	1	0
EDUCATION APPERCEPTION TEST (WPS)	0	0	0	0	0	0	0	0	0	0	0
INTERPERSONAL EFFECTIVENESS DIAGNOSIS Administrative - Pattern (HDTI)	2	1	1	1	1	0	0	0	0	1	1
INTERPERSONAL EFFECTIVENESS DIAGNOSIS Teacher - Pattern (HDTI)	2	1	1	1	1	0	0	0	0	1	1
MINNESOTA SCHOOL AFFECT ASSESSMENT - FORM CL Academic Set (MSTP)	2	0	0	2	0	0	0	0	0	1	1
MINNESOTA SCHOOL AFFECT ASSESSMENT - FORM CL Behavioral Constraint (MSTP)	2	0	0	2	0	0	0	0	0	1	1
MINNESOTA SCHOOL AFFECT ASSESSMENT - FORM CL General School Interest (MSTP)	2	0	0	2	0	0	0	0	0	1	1
MINNESOTA SCHOOL AFFECT ASSESSMENT - FORM CL Intrinsic Motivation (MSTP)	2	0	0	2	0	0	0	0	0	1	1
MINNESOTA SCHOOL AFFECT ASSESSMENT - FORM CL Marking Basis (MSTP)	2	0	0	2	0	0	0	0	0	1	1
MINNESOTA SCHOOL AFFECT ASSESSMENT - FORM CL Non-Communication (MSTP)	2	0	0	2	0	0	0	0	0	1	1

ELEMENTARY GOAL TEST NAME	NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Test - Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-3	0-3	0-1	0-3	0-2	G-P
EARLY SCHOOL PERSONALITY QUESTIONNAIRE Disregards Rules vs. Conscientious (IPAT)	0	0	0	0	1	1	P F F P
MACMILLAN READING READINESS TEST, REVISED EDITION Rating Scale (MC)	0	2	0	0	1	1	P F P P
MULTIDEMENSIONAL MATURITY SCALE Psychosexual Maturity (PI)	0	0	0	0	0	0	P P P P
II. School Orientation							
ANIMAL CRACKERS: A TEST OF MOTIVATION TO ACHIEVE School Enjoyment (CTB)	0	2	0	1	0	2	F F F P
CHILD BEHAVIOR RATING SCALE School Adjustment (WPS)	0	0	0	0	0	1	P F P P
CHILDREN'S PICTORIAL ATTITUDE SCALE (JWL)	0	0	0	0	0	2	P F F P
DETROIT ADJUSTMENT INVENTORY - DELTA FORM School - Status (BMC)	0	0	0	0	0	0	P F P P
DEVEREUX ELEMENTARY SCHOOL BEHAVIOR RATING SCALE Disrespect-Defiance (DFP)	0	0	0	0	0	0	P P P P
EDUCATION APPERCEPTION TEST (WPS)	0	0	0	0	0	0	P F P P
INTERPERSONAL EFFECTIVENESS DIAGNOSIS Administrative - Pattern (HDTI)	0	0	0	0	0	0	P F F P
INTERPERSONAL EFFECTIVENESS DIAGNOSIS Teacher - Pattern (HDTI)	0	0	0	0	0	0	P F F P
MINNESOTA SCHOOL AFFECT ASSESSMENT - FORM CL Academic Set (MSTP)	0	0	0	0	0	0	P F P P
MINNESOTA SCHOOL AFFECT ASSESSMENT - FORM CL Behavioral Constraint (MSTP)	0	0	0	0	0	0	P F P P
MINNESOTA SCHOOL AFFECT ASSESSMENT - FORM CL General School Interest (MSTP)	0	0	0	0	0	0	P F P P
MINNESOTA SCHOOL AFFECT ASSESSMENT - FORM CL Intrinsic Motivation (MSTP)	0	0	0	0	0	0	P F P P
MINNESOTA SCHOOL AFFECT ASSESSMENT - FORM CL Marking Basis (MSTP)	0	0	0	0	0	0	P P P P
MINNESOTA SCHOOL AFFECT ASSESSMENT - FORM CL Non-Communication (MSTP)	0	0	0	0	0	0	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Instructional				Item Appropriateness	[illegible]	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Grps	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-3	0-3	0-1	0-2	0-2	[illegible]
MINNESOTA SCHOOL AFFECT ASSESSMENT - FORM CL Non-Mastery (MSTP)	0	0	1	0	0	0	0	0	1	0	1	0	0	1	1	1	1	1	1	2	0	0	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
MINNESOTA SCHOOL AFFECT ASSESSMENT - FORM CL School Personnel (MSTP)	0	0	2	0	0	0	0	0	2	0	1	0	0	1	1	1	1	1	1	2	0	0	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
MINNESOTA SCHOOL AFFECT ASSESSMENT - FORM CL Vocational Relevance (MSTP)	0	0	2	0	0	0	0	0	0	0	1	0	0	1	1	1	1	1	1	2	0	0	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P P P P
POLITTE SENTENCE COMPLETION TEST (PEI)	0	1	0	0	0	0	0	0	1	0	1	1	0	0	0	0	1	1	1	2	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
PRIMARY SELF-CONCEPT INVENTORY Intellectual-Self Domain (LCI)	0	1	1	0	0	0	0	0	1	0	1	1	0	1	0	1	1	1	2	2	1	0	1	1	1	1	0	0	0	1	0	0	0	0	0	0	P F F P
PRIMARY SELF-CONCEPT SCALE Intellectual Self Image (DCBBE)	1	0	1	0	0	0	0	0	2	0	1	1	1	0	0	0	1	1	2	2	1	0	0	0	0	0	0	0	1	1	0	0	0	1	0	0	P F P P
SCHOOL APPERCEPTION METHOD (SPC)	2	1	1	0	0	0	0	0	1	0	1	1	1	0	1	0	1	1	2	0	0	0	0	1	0	0	0	0	0	1	0	0	0	0	0	0	P F P P
SCHOOL ATTITUDE SURVEY About Me And My Classroom (AP)	2	1	2	0	0	0	0	1	0	0	0	1	1	0	0	1	1	1	1	2	1	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P P P P
SCHOOL ATTITUDE SURVEY About The Teacher And Me (AP)	2	1	2	0	0	0	0	1	0	0	0	1	1	0	0	1	1	1	1	2	1	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P P P P
SCHOOL ATTITUDE SURVEY About The Things We Learn (AP)	2	1	2	0	0	0	0	1	0	0	0	1	1	0	0	1	1	1	1	2	1	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P P P P
SCHOOL ATTITUDE TEST - ORAL VERSION (LCI)	1	2	2	0	0	0	0	1	1	0	1	0	1	1	1	0	0	1	2	1	1	1	1	1	0	0	0	0	1	1	0	0	0	1	0	0	P F P P
STANDARD READING INVENTORY SRI Check List of Reading Habits Security (BERS)	0	0	1	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Learning Affect (DCH)	1	0	1	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Learning Outcome (DCH)	1	0	1	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
8B. Self-Esteem																																					
ANIMAL CRACKERS: A TEST OF MOTIVATION TO ACHIEVE Self-Confidence (CTB)	3	2	1	1	0	0	0	0	2	0	1	1	1	1	1	1	0	1	2	1	1	1	2	1	1	1	0	0	1	1	0	1	0	1	0	2	P F F P
BARCLAY EARLY CHILDHOOD ASSESSMENT GUIDE Self Concept (ESD)	0	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	1	1	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P G P P
CALIFORNIA TEST OF PERSONALITY - PRIMARY Personal Adjustment Feeling of Belonging (CTB)	2	1	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	0	1	1	2	1	1	1	1	0	1	1	0	0	0	0	0	0	P G F P

ELEMENTARY GOAL

TEST NAME

	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-3	0-2	0-3	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-3	0-3	0-1	0-3	0-2	Grade
CALIFORNIA TEST OF PERSONALITY - PRIMARY Personal Adjustment Sense of Personal Worth (CTB)	2	1	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	0	1	1	2	1	1	1	1	0	1	1	0	0	0	0	0	0	P G F P
CALIFORNIA TEST OF PERSONALITY - PRIMARY Personal Adjustment Total (CTB)	2	2	0	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	0	1	0	2	1	1	1	1	0	1	1	0	0	0	0	0	0	P G F P
CALIFORNIA TEST OF PERSONALITY - PRIMARY Social Adjustment Family Relations (CTB)	2	1	1	0	0	0	0	1	1	0	1	1	1	1	1	1	1	1	2	0	1	1	2	1	1	1	1	0	1	1	0	0	0	0	0	0	P G F P
CHILDREN'S SELF-CONCEPTION TEST Corrected Raw Score (MBC)	0	0	2	0	0	0	0	1	0	0	1	1	0	0	1	0	0	1	0	2	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
CHILDREN'S SELF-CONCEPTION TEST Self Acceptance Score (MBC)	0	0	1	0	0	0	0	1	0	0	1	1	0	0	1	0	0	1	0	2	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
CHILDREN'S SELF-CONCEPTION TEST Self Rejection Score (MBC)	0	0	1	0	0	0	0	1	0	0	1	1	0	0	1	0	0	1	0	2	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
EARLY SCHOOL PERSONALITY QUESTIONNAIRE Affected by Feelings vs. Emotionally Stable (IPAT)	1	1	1	0	0	0	0	0	2	0	1	1	1	1	0	0	0	1	2	1	1	0	2	1	0	1	0	0	1	1	0	0	0	0	1	1	P F F P
EARLY SCHOOL PERSONALITY QUESTIONNAIRE Shy vs. Venturesome (IPAT)	1	1	1	0	0	0	0	0	2	0	1	1	1	1	0	0	0	1	2	1	1	0	2	1	0	1	0	0	1	1	0	0	0	0	1	1	P F F P
EARLY SCHOOL PERSONALITY QUESTIONNAIRE Sober vs. Enthusiastic (IPAT)	1	0	1	0	0	0	0	0	2	0	1	1	1	1	0	0	0	1	2	1	1	0	2	1	0	1	0	0	1	1	0	0	0	0	1	1	P F F P
HAND TEST Exhibition (WPS)	1	0	1	0	0	0	0	0	2	0	1	1	0	0	1	0	1	1	1	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
KAHN TEST OF SYMBOL ARRANGEMENT Recall Final Estimate (PTS)	1	0	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
KAHN TEST OF SYMBOL ARRANGEMENT Recall Initial Estimate (PTS)	1	0	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
MINNESOTA SCHOOL AFFECT ASSESSMENT - FORM CL Academic Support (MSTP)	0	1	1	0	0	0	0	0	2	0	1	0	0	1	1	1	1	1	1	2	0	0	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
MINNESOTA SCHOOL AFFECT ASSESSMENT - FORM CL Acceptance (MSTP)	0	1	2	0	0	0	0	0	2	0	1	0	0	1	1	1	1	1	1	2	0	0	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
MINNESOTA SCHOOL AFFECT ASSESSMENT - FORM CL Confrontation Anxiety (MSTP)	0	1	1	0	0	0	0	0	1	0	1	0	0	1	1	1	1	1	1	2	0	0	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
MINNESOTA SCHOOL AFFECT ASSESSMENT - FORM CL Failure Anxiety (MSTP)	0	0	2	0	0	0	0	0	2	0	1	0	0	1	1	1	1	1	1	2	0	0	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
MINNESOTA SCHOOL AFFECT ASSESSMENT - FORM CL General Security (MSTP)	0	1	1	0	0	0	0	0	1	0	1	0	0	1	1	1	1	1	1	2	0	0	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
MINNESOTA SCHOOL AFFECT ASSESSMENT - FORM CL Marking Irrelevance (MSTP)	0	0	1	0	0	0	0	0	1	0	1	0	0	1	1	1	1	1	1	2	0	0	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpretor		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
MINNESOTA SCHOOL AFFECT ASSESSMENT - FORM CL Personal Support (MSTP)	0	0	2	0	0	0	0	0	1	0	1	0	0	1	1	1	1	1	1	2	0	0	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
MINNESOTA SCHOOL AFFECT ASSESSMENT - FORM CL Personal Worth As Student (MSTP)	0	1	2	0	0	0	0	0	2	0	1	0	0	1	1	1	1	1	1	2	0	0	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
MY SELF CHECKLIST (FP)	0	2	1	0	0	0	0	0	0	0	1	0	1	0	1	1	1	1	1	2	1	1	0	0	0	0	0	0	1	1	0	0	0	0	0	0	P P P P
PRIMARY SELF-CONCEPT SCALE Adult Acceptance/Rejection (DCBBE)	1	0	2	0	0	0	0	0	1	0	1	1	1	0	0	0	1	1	2	2	1	0	0	0	0	0	0	0	1	1	0	0	0	1	0	0	P F P P
PRIMARY SELF-CONCEPT SCALE Physiological Self (DCBBE)	1	0	0	0	0	0	0	0	2	0	1	1	1	0	0	0	1	1	2	2	1	0	0	0	0	0	0	0	1	1	0	0	0	1	0	0	P F P P
PRIMARY SELF-CONCEPT SCALE Success/Non-Success (DCBBE)	1	0	2	0	0	0	0	0	2	0	1	1	1	0	0	0	1	1	2	2	1	0	0	0	0	0	0	0	1	1	0	0	0	1	0	0	P F P P
SELF-CONCEPT ADJECTIVE CHECKLIST (PEI)	1	2	1	0	0	0	0	0	0	0	0	1	0	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	P P P P
SELF-CONCEPT AND MOTIVATION INVENTORY (WHAT FACE WOULD YOU WEAR?) - EARLY ELEMENTARY FORM Role Expectations (POM)	0	1	1	0	0	0	0	0	1	0	0	1	1	1	1	1	1	1	2	2	1	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
SELF-CONCEPT AND MOTIVATION INVENTORY (WHAT FACE WOULD YOU WEAR?) - EARLY ELEMENTARY FORM Self Adequacy (POM)	0	1	1	0	0	0	0	0	1	0	0	1	1	1	1	1	1	1	2	2	1	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Self-Concept Affect (DCH)	1	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Self-Concept Motivation (DCH)	1	1	1	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Self-Concept Outcome (DCH)	1	0	1	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
THOMAS SELF-CONCEPT VALUES TEST Self-As-Object Score - Mother (AMP)	1	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	1	1	0	1	1	0	1	0	0	0	0	0	0	0	P F P P
THOMAS SELF-CONCEPT VALUES TEST Self-As-Object Score - Peer (AMP)	1	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	1	1	0	1	1	0	1	0	0	0	0	0	0	0	P F P P
THOMAS SELF-CONCEPT VALUES TEST Self-As-Object Score - Teacher (AMP)	1	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	1	1	0	1	1	0	1	0	0	0	0	0	0	0	P F P P
THOMAS SELF-CONCEPT VALUES TEST Self-As-Subject Score (AMP)	1	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	1	1	0	1	1	0	1	0	0	0	0	0	0	0	P F P P
THOMAS SELF-CONCEPT VALUES TEST Total Self Concept Score (AMP)	1	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	1	1	0	1	1	0	1	0	0	0	0	0	0	0	P F P P
THOMAS SELF-CONCEPT VALUES TEST Value Scores Ability (AMP)	1	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	2	1	0	1	1	0	1	0	0	0	0	0	0	0	P F F P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-F-P
THOMAS SELF-CONCEPT VALUES TEST Value Scores Attractiveness (AMP)	1	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	2	1	0	1	1	0	1	0	0	0	0	0	0	0	P F F P
THOMAS SELF-CONCEPT VALUES TEST Value Scores Cleanliness (AMP)	1	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	2	1	0	1	1	0	1	0	0	0	0	0	0	0	P F F P
THOMAS SELF-CONCEPT VALUES TEST Value Scores Fear People (AMP)	1	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	2	1	0	1	1	0	1	0	0	0	0	0	0	0	P F F P
THOMAS SELF-CONCEPT VALUES TEST Value Scores Fear Things (AMP)	1	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	2	1	0	1	1	0	1	0	0	0	0	0	0	0	P F F P
THOMAS SELF-CONCEPT VALUES TEST Value Scores Happiness (AMP)	1	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	2	1	0	1	1	0	1	0	0	0	0	0	0	0	P F F P
THOMAS SELF-CONCEPT VALUES TEST Value Scores Health (AMP)	1	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	2	1	0	1	1	0	1	0	0	0	0	0	0	0	P F F P
THOMAS SELF-CONCEPT VALUES TEST Value Scores Independence (AMP)	1	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	2	1	0	1	1	0	1	0	0	0	0	0	0	0	P F F P
THOMAS SELF-CONCEPT VALUES TEST Value-Scores Male Acceptance (AMP)	1	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	2	1	0	1	1	0	1	0	0	0	0	0	0	0	P F F P
THOMAS SELF-CONCEPT VALUES TEST Value Scores Material (AMP)	1	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	2	1	0	1	1	0	1	0	0	0	0	0	0	0	P F F P
THOMAS SELF-CONCEPT VALUES TEST Value Scores Sharing (AMP)	1	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	2	1	0	1	1	0	1	0	0	0	0	0	0	0	P F F P
THOMAS SELF-CONCEPT VALUES TEST Value Scores Size (AMP)	1	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	2	1	0	1	1	0	1	0	0	0	0	0	0	0	P F F P
THOMAS SELF-CONCEPT VALUES TEST Value Scores Sociability (AMP)	1	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	2	1	0	1	1	0	1	0	0	0	0	0	0	0	P F F P
THOMAS SELF-CONCEPT VALUES TEST Value Scores Strength (AMP)	1	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	2	1	0	1	1	0	1	0	0	0	0	0	0	0	P F F P
XC. Achievement Motivation																																					
AAMD ADAPTIVE BEHAVIOR SCALE Self-Direction (AAMD)	2	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	1	1	1	1	0	1	1	0	1	1	0	0	0	0	2	1	P G F P
ACADEMIC READINESS SCALE Total Score (AP)	2	0	0	1	1	0	1	0	2	0	1	1	1	0	1	0	1	1	2	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
ANIMAL CRACKERS: A TEST OF MOTIVATION TO ACHIEVE Purposiveness (CTB)	3	2	2	1	0	0	0	0	2	0	1	1	1	1	1	1	0	1	2	1	1	1	2	1	1	1	0	0	1	1	0	1	0	1	0	2	F F F P
ANIMAL CRACKERS: A TEST OF MOTIVATION TO ACHIEVE Self-Evaluation (CTB)	3	1	1	1	0	0	0	0	2	0	1	1	1	1	1	1	0	1	2	1	1	1	2	1	1	1	0	0	1	1	0	2	0	1	0	2	P F F P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-F-P
ANIMAL CRACKERS: A TEST OF MOTIVATION TO ACHIEVE Total Test (CTB)	3	2	0	1	0	0	0	0	2	0	1	1	1	1	1	1	0	1	2	1	1	0	2	1	1	1	0	0	1	1	0	2	0	1	1	2	P F F P
ANTON BRENNER DEVELOPMENTAL GESTALT TEST OF SCHOOL READINESS Achievement – Ability Scale (WPS)	0	1	1	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	2	0	1	1	0	0	1	0	0	0	0	0	0	0	P F P P
ANTON BRENNER DEVELOPMENTAL GESTALT TEST OF SCHOOL READINESS Social – Emotional Behavior Scale (WPS)	0	[illegible]	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	2	0	1	1	0	0	1	0	0	0	0	0	0	0	P F P P
BASIC SCHOOL SKILLS INVENTORY Classroom Behavior (FPC)	1	1	1	0	1	1	0	0	2	1	1	1	1	0	1	1	1	1	2	0	1	1	0	1	0	1	0	0	1	2	0	2	0	0	0	2	P G P P
BASIC SCHOOL SKILLS INVENTORY Total (FPC)	1	1	0	0	1	2	0	0	2	1	1	1	1	0	1	1	1	1	2	0	1	0	0	1	0	1	0	0	1	2	0	3	0	0	0	2	P G P P
BEHAVIOR RATING SCALE (LRDC)	1	0	0	0	0	0	0	0	1	0	1	1	1	0	1	1	0	1	1	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
BRISTOL SOCIAL-ADJUSTMENT GUIDES – 1 AND 2 The Child in School Depression (EITS)	2	1	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	1	1	0	1	1	1	0	0	0	0	0	0	0	0	0	P F P P
BRISTOL SOCIAL-ADJUSTMENT GUIDES – THE CHILD IN RESIDENTIAL CARE Depression (NFER)	0	1	1	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
BURKS' BEHAVIOR RATING SCALES Poor Attention (AP)	2	1	2	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	1	0	1	1	1	1	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
BURKS' BEHAVIOR RATING SCALES Poor Ego Strength (AP)	2	1	1	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	0	1	1	1	1	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
CLYMER-BARRETT PREREADING BATTERY Prereading Rating Scale (PP)	1	2	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DEVEREUX ELEMENTARY SCHOOL BEHAVIOR RATING SCALE Additional Items Quits (DFP)	1	0	2	0	0	0	0	0	2	0	1	1	0	0	0	1	0	1	1	0	1	1	0	1	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
DEVEREUX ELEMENTARY SCHOOL BEHAVIOR RATING SCALE Additional Items Slow Work (DFP)	1	0	2	0	0	0	0	0	2	0	1	1	0	0	0	1	0	1	1	0	1	1	0	1	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
HAND TEST Acquisition (WPS)	1	0	1	0	0	0	0	0	2	0	1	1	0	0	1	0	1	1	1	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
HAND TEST Active (WPS)	1	0	1	0	0	0	0	0	2	0	1	1	0	0	1	0	1	1	1	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
HAND TEST Environmental (WPS)	1	0	1	0	0	0	0	0	2	0	1	1	0	0	1	0	1	1	1	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
HAND TEST Passive (WPS)	1	0	1	0	0	0	0	0	2	0	1	1	0	0	1	0	1	1	1	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
MINNESOTA SCHOOL AFFECT ASSESSMENT – FORM CL Academic Press (MSTP)	0	0	1	0	0	0	0	0	2	0	1	0	0	1	1	1	1	1	1	2	0	0	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustrations & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-3	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-3	0-1	0-3	0-2	Grade
MINNESOTA SCHOOL AFFECT ASSESSMENT - FORM CL Competition (MSTP)	0	0	2	0	0	0	0	0	2	0	1	1	0	1	1	1	1	1	1	2	0	0	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
MINNESOTA SCHOOL AFFECT ASSESSMENT - FORM CL Need for Direction (MSTP)	0	0	1	0	0	0	0	0	1	0	1	0	0	1	1	1	1	1	1	2	0	0	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
MINNESOTA SCHOOL AFFECT ASSESSMENT - FORM CL Perseverance (MSTP)	0	0	2	0	0	0	0	0	2	0	1	0	0	1	1	1	1	1	1	2	0	0	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
NEALE ANALYSIS OF READING ABILITY Qualitative Assessment Personal Characteristics (NFER)	0	0	1	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	0	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
PERSONALITY RATING SCALE Pep (ETSA)	1	0	2	0	0	0	0	1	0	0	1	1	1	1	1	1	0	1	0	2	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
PERSONALITY RATING SCALE Persistence (ETSA)	1	0	2	0	0	0	0	1	0	0	1	1	1	1	1	1	0	1	0	2	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
PRIMARY SCHOOL BEHAVIOR Q-SORT Cognitively Mature vs. Cognitively Immature (PARP)	3	1	1	0	0	0	0	0	1	0	1	1	1	0	0	1	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
PRIMARY SCHOOL BEHAVIOR Q-SORT Self-Actualizing vs. Stasis Seeking Behavior (PARP)	3	1	1	0	0	0	0	0	2	0	1	1	1	0	0	1	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
Q-TAGS TEST OF PERSONALITY - FORM H Assertive (IPR)	2	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	0	0	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
Q-TAGS TEST OF PERSONALITY - FORM H Effective (IPR)	2	1	1	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	0	0	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
Q-TAGS TEST OF PERSONALITY - FORM S Assertive (IPR)	2	1	2	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	0	0	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
Q-TAGS TEST OF PERSONALITY - FORM S Effective (IPR)	2	1	1	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	0	0	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
SELF-CONCEPT AND MOTIVATION INVENTORY (WHAT FACE WOULD YOU WEAR?) - EARLY ELEMENTARY FORM Achievement Needs (POM)	0	1	2	0	0	0	0	0	1	0	0	1	1	1	1	1	1	1	2	2	1	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
SYMPTOMATOLOGY AND IDENTIFICATION OF A CHILD WITH LEARNING DISABILITIES Attention (PI)	0	0	1	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
SYMPTOMATOLOGY AND IDENTIFICATION OF A CHILD WITH LEARNING DISABILITIES Hypo-Active, Hypo-Kinetic (PI)	0	0	2	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Learning Motivation (DCH)	1	0	1	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Socialization Motivation (DCH)	1	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
WATSON NUMBER-READINESS TEST Subjective Test (BSC)	0	1	1	0	0	0	0	0	1	0	1	1	0	0	1	1	1	1	0	0	1	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	P P P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustrations & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	[illegible]
3D. Interests																																					
EARLY SCHOOL PERSONALITY QUESTIONNAIRE Obedient vs. Assertive (IPAT)	1	1	1	0	0	0	0	0	2	0	1	1	1	1	0	0	0	1	2	1	1	0	2	1	0	1	0	0	1	1	0	0	0	0	1	1	P F F P
EARLY SCHOOL PERSONALITY QUESTIONNAIRE Tough-Minded vs. Tender-Minded (IPAT)	1	0	1	0	0	0	0	0	2	0	1	1	1	1	0	0	0	1	2	1	1	0	2	1	0	1	0	0	1	1	0	0	0	0	1	1	P F F P
GESELL DEVELOPMENTAL KIT Home and School Preferences (WPS)	0	1	2	0	1	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	[illegible] F P P
GILLILAND LEARNING POTENTIAL EXAMINATION Interest Area (MRP)	0	0	2	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	2	2	1	1	1	0	1	0	0	0	1	0	0	0	0	0	0	0	P P P P
PERSONALITY RATING SCALE Interests (ETSA)	1	1	2	0	0	0	0	1	0	0	1	1	1	1	1	1	0	1	0	2	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
PRIMARY ACADEMIC SENTIMENT SCALE Sentiment (P1)	0	1	1	0	2	0	0	0	1	0	1	1	[illegible]	0	1	0	1	1	2	2	1	1	2	1	0	1	0	0	1	2	0	2	0	1	2	2	P F F P
ARTS AND CRAFTS																																					
4. VALUING [illegible]																																					
4A. Appreciation of Art																																					
4B. Internalization of Art																																					
MINNESOTA SCHOOL AFFECT ASSESSMENT - FORM CL Fine Arts (MSTP)	0	0	0	0	0	0	0	0	2	0	1	0	0	1	1	1	1	1	1	2	0	0	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
WELSH FIGURE PREFERENCE TEST Barron-Welsh Art Scale (CPP)	1	0	2	0	0	0	0	1	2	0	1	0	0	0	1	1	0	1	0	2	1	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
WELSH FIGURE PREFERENCE TEST Children Scale (CPP)	1	0	2	0	0	0	0	1	2	0	1	0	0	0	1	1	0	1	0	2	1	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
WELSH FIGURE PREFERENCE TEST Conformance Score (CPP)	1	0	2	0	0	0	0	[illegible]	[illegible]	0	1	0	0	0	1	1	0	1	0	2	1	1	[illegible]	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
WELSH FIGURE PREFERENCE TEST Don't Like Score (CPP)	1	0	2	0	0	0	0	1	2	0	1	[illegible]	[illegible]	0	1	1	0	1	0	2	1	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
WELSH FIGURE PREFERENCE TEST Figure-Ground Scale (CPP)	1	0	2	0	0	0	0	1	2	0	1	0	0	0	1	1	0	1	0	2	1	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
WELSH FIGURE PREFERENCE TEST Male-Female Scale (CPP)	1	0	2	0	0	0	0	1	2	0	1	0	0	0	1	1	0	1	0	2	1	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evolutional				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Scale Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	[illegible]
WELSH FIGURE PREFERENCE TEST Neuropsychiatric Scale (CPP)	1	0	2	0	0	0	0	1	2	0	1	0	0	0	1	1	0	1	0	2	1	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
WELSH FIGURE PREFERENCE TEST Repeat Score (CPP)	1	0	2	0	0	0	0	1	2	0	1	0	0	0	1	1	0	1	0	2	1	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
WELSH FIGURE PREFERENCE TEST Revised Art Scale (CPP)	1	0	2	0	0	0	0	1	2	0	1	0	0	0	1	1	0	1	0	2	1	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
WELSH FIGURE PREFERENCE TEST Sex Symbol Scales Combined Male and Female Symbol Scale (CPP)	1	0	2	0	0	0	0	1	2	0	1	0	0	0	1	1	0	1	0	2	1	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
WELSH FIGURE PREFERENCE TEST Sex Symbol Scales Female Sex Symbol Scale (CPP)	1	0	2	0	0	0	0	1	2	0	1	0	0	0	1	1	0	1	0	2	1	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
WELSH FIGURE PREFERENCE TEST Sex Symbol Scales Male Sex Symbol Scale (CPP)	1	0	2	0	0	0	0	1	2	0	1	0	0	0	1	1	0	1	0	2	1	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
WELSH FIGURE PREFERENCE TEST Sex Symbol Scales Neutral Symbol Scale (CPP)	1	0	2	0	0	0	0	1	2	0	1	0	0	0	1	1	0	1	0	2	1	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
WELSH FIGURE PREFERENCE TEST Sex Symbol Scales XX Scale (CPP)	1	0	2	0	0	0	0	1	2	0	1	0	0	0	1	1	0	1	0	2	1	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
A. [illegible] ART																																					
ii. [illegible] Skill In Art																																					
ANTON BRENNER DEVELOPMENTAL GESTALT TEST OF SCHOOL READINESS Draw-A-Man (+ And -) (WPS)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	0	1	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
GOODENOUGH-HARRIS DRAWING TEST Point Scale Average (HBJ)	2	0	2	0	0	0	0	1	2	2	1	1	0	0	1	1	1	1	2	2	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	0	P G P P
GOODENOUGH-HARRIS DRAWING TEST Point Scale Man (HBJ)	2	0	2	0	0	1	0	1	2	2	1	1	0	0	1	1	1	1	2	2	1	1	0	0	1	0	1	1	0	0	1	0	0	0	3	2	P G P P
GOODENOUGH-HARRIS DRAWING TEST Point Scale Self (HBJ)	2	0	2	0	0	0	0	1	2	0	1	1	0	0	1	1	1	1	2	2	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
GOODENOUGH-HARRIS DRAWING TEST Point Scale Woman (HBJ)	2	0	2	0	0	0	0	1	2	2	1	1	0	0	1	1	1	1	2	2	1	1	0	0	1	0	1	1	0	0	0	0	0	0	3	2	P G P P
GOODENOUGH-HARRIS DRAWING TEST Quality Scale Average (HBJ)	2	0	2	0	0	0	0	1	2	2	1	1	1	0	1	1	1	1	2	2	1	1	0	0	1	0	1	1	0	0	0	0	0	0	0	0	P G P P
GOODENOUGH-HARRIS DRAWING TEST Quality Scale Man (HBJ)	2	0	2	0	0	0	0	1	2	2	1	1	1	0	1	1	1	1	2	2	1	1	0	0	1	0	1	1	0	0	0	0	0	0	2	2	P G P P
GOODENOUGH-HARRIS DRAWING TEST Quality Scale Woman (HBJ)	2	0	2	0	0	0	0	1	2	2	1	1	1	0	1	1	1	1	2	2	1	1	0	0	1	0	1	1	0	0	0	0	0	0	2	2	P G P [illegible]

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-2	0-2	[illegible]
THREE-DIMENSIONAL TEST FOR VISUALIZATION SKILL Level II Operational Imagery (ATP)	0	0	2	0	0	0	0	0	2	0	1	0	0	0	0	1	0	1	1	2	1	1	0	0	0	0	0	0	1	2	0	0	0	0	0	0	P P P P
WIDE RANGE INTEREST - OPINION TEST Activity by Sex (GAD)	0	0	2	0	0	0	0	0	1	0	0	0	0	1	1	1	0	1	2	0	1	0	2	1	0	1	0	0	1	0	0	0	0	0	0	0	P P P P
WIDE RANGE INTEREST - OPINION TEST Agreement (GAD)	0	0	2	0	0	0	0	0	1	0	0	0	0	1	1	1	0	1	2	0	1	0	2	1	0	1	0	0	1	0	0	0	0	0	0	0	P P P P
WIDE RANGE INTEREST - OPINION TEST Ambition (GAD)	0	0	2	0	0	0	0	0	1	0	0	0	0	1	1	1	0	1	2	0	1	0	2	1	0	1	0	0	1	0	0	0	0	0	0	0	P P P P
WIDE RANGE INTEREST - OPINION TEST Art (GAD)	0	0	2	0	0	0	0	0	1	0	0	0	0	1	1	1	0	1	2	0	1	0	2	1	0	1	0	0	1	0	0	0	0	0	0	0	P P P P
WIDE RANGE INTEREST - OPINION TEST Athletics (GAD)	0	0	2	0	0	0	0	0	1	0	0	0	0	1	1	1	0	1	2	0	1	0	2	1	0	1	0	0	1	0	0	0	0	0	0	0	P P P P
WIDE RANGE INTEREST - OPINION TEST Biological Science (GAD)	0	0	2	0	0	0	0	0	1	0	0	0	0	1	1	1	0	1	2	0	1	0	2	1	0	1	0	0	1	0	0	0	0	0	0	0	P P P P
WIDE RANGE INTEREST - OPINION TEST Chosen Skill Level (GAD)	0	0	2	0	0	0	0	0	1	0	0	0	0	1	1	1	0	1	2	0	1	0	2	1	0	1	0	0	1	0	0	0	0	0	0	0	P P P P
WIDE RANGE INTEREST - OPINION TEST Drama (GAD)	0	0	2	0	0	0	0	0	1	0	0	0	0	1	1	1	0	1	2	0	1	0	2	1	0	1	0	0	1	0	0	0	0	0	0	0	P P P P
WIDE RANGE INTEREST - OPINION TEST Interest Spread (GAD)	0	0	2	0	0	0	0	0	1	0	0	0	0	1	1	1	0	1	2	0	1	0	2	1	0	1	0	0	1	0	0	0	0	0	0	0	P P P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	Gen.
WIDE RANGE INTEREST - OPINION TEST Literature (GAD)	0	0	2	0	0	0	0	0	1	0	0	0	0	1	1	1	0	1	2	0	1	0	2	1	0	1	0	0	1	0	0	0	0	0	0	0	P P P P
WIDE RANGE INTEREST - OPINION TEST Machine Operation (GAD)	0	0	2	0	0	0	0	0	1	0	0	0	0	1	1	1	0	1	2	0	1	0	2	1	0	1	0	0	1	0	0	0	0	0	0	0	P P P P
WIDE RANGE INTEREST - OPINION TEST Management (GAD)	0	0	2	0	0	0	0	0	1	0	0	0	0	1	1	1	0	1	2	0	1	0	2	1	0	1	0	0	1	0	0	0	0	0	0	0	P P P P
WIDE RANGE INTEREST - OPINION TEST Mechanics (GAD)	0	0	2	0	0	0	0	0	1	0	0	0	0	1	1	1	0	1	2	0	1	0	2	1	0	1	0	0	1	0	0	0	0	0	0	0	P P P P
WIDE RANGE INTEREST - OPINION TEST Music (GAD)	0	0	2	0	0	0	0	0	1	0	0	0	0	1	1	1	0	1	2	0	1	0	2	1	0	1	0	0	1	0	0	0	0	0	0	0	P P P P
WIDE RANGE INTEREST - OPINION TEST Number (GAD)	0	0	2	0	0	0	0	0	1	0	0	0	0	1	1	1	0	1	2	0	1	0	2	1	0	1	0	0	1	0	0	0	0	0	0	0	P P P P
WIDE RANGE INTEREST - OPINION TEST Office Work (GAD)	0	0	2	0	0	0	0	0	1	0	0	0	0	1	1	0	1	1	2	0	1	0	2	1	0	1	0	0	1	0	0	0	0	0	0	0	P P P P
WIDE RANGE INTEREST - OPINION TEST Outdoor (GAD)	0	0	2	0	0	0	0	0	1	0	0	0	0	1	1	1	0	1	2	0	1	0	2	1	0	1	0	0	1	0	0	0	0	0	0	0	P P P P
WIDE RANGE INTEREST - OPINION TEST Personal Service (GAD)	0	0	2	0	0	0	0	0	1	0	0	0	0	1	1	1	0	1	2	0	1	0	2	1	0	1	0	0	1	0	0	0	0	0	0	0	P P P P
WIDE RANGE INTEREST - OPINION TEST Physical Science (GAD)	0	0	2	0	0	0	0	0	1	0	0	0	0	1	1	1	0	1	2	0	1	0	2	1	0	1	0	0	1	0	0	0	0	0	0	0	P P P P
WIDE RANGE INTEREST - OPINION TEST Protective Service (GAD)	0	0	2	0	0	0	0	0	1	0	0	0	0	1	1	1	0	1	2	0	1	0	2	1	0	1	0	0	1	0	0	0	0	0	0	0	P P P P
WIDE RANGE INTEREST - OPINION TEST Risk (GAD)	0	0	2	0	0	0	0	0	1	0	0	0	0	1	1	1	0	1	2	0	1	0	2	1	0	1	0	0	1	0	0	0	0	0	0	0	P P P P
WIDE RANGE INTEREST - OPINION TEST Sales (GAD)	0	0	2	0	0	0	0	0	1	0	0	0	0	1	1	1	0	1	2	0	1	0	2	1	0	1	0	0	1	0	0	0	0	0	0	0	P P P P
WIDE RANGE INTEREST - OPINION TEST Sedentariness (GAD)	0	0	2	0	0	0	0	0	1	0	0	0	0	1	1	1	0	1	2	0	1	0	2	1	0	1	0	0	1	0	0	0	0	0	0	0	P P P P
WIDE RANGE INTEREST - OPINION TEST Social Science (GAD)	0	0	2	0	0	0	0	0	1	0	0	0	0	1	1	1	0	1	2	0	1	0	2	1	0	1	0	0	1	0	0	0	0	0	0	0	P P P P
WIDE RANGE INTEREST - OPINION TEST Social Service (GAD)	0	0	2	0	0	0	0	0	1	0	0	0	0	1	1	1	0	1	2	0	1	0	2	1	0	1	0	0	1	0	0	0	0	0	0	0	P P P P
COGNITIVE AND INTELLECTUAL SKILLS																																					

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Item, [illegible]	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
8. UNDERSTANDING AND REASONING																																					
ACER LOWER GRADES GENERAL ABILITY SCALE (ACER)	2	0	2	0	0	0	0	0	2	0	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	0	0	1	1	0	0	0	1	3	2	P F F P
AMERICAN SCHOOL INTELLIGENCE TEST - PRIMARY (BMC)	1	2	2	0	0	2	0	1	1	0	1	0	1	1	1	0	1	1	2	2	1	0	1	1	1	1	1	1	1	1	0	3	3	0	3	2	P F F F
ARTHUR POINT SCALE OF PERFORMANCE TEST, REVISED FORM II Total Point Score (PC)	0	0	1	0	0	0	0	0	1	0	1	0	0	0	1	0	1	1	2	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	2	P P P P
CALIFORNIA SHORT-FORM TEST OF MENTAL MATURITY - LEVEL 0 Logical Reasoning (CTB)	2	1	2	0	0	0	0	1	1	0	1	1	0	0	1	1	0	1	2	1	1	1	2	1	1	1	1	1	1	0	0	0	0	1	3	2	P F F P
CALIFORNIA SHORT-FORM TEST OF MENTAL MATURITY - LEVEL 0 Non-Language (CTB)	2	1	2	0	0	1	0	1	1	0	1	1	0	0	1	1	0	1	2	1	1	0	2	1	1	1	1	1	1	1	1	1	1	1	3	2	P F F F
CALIFORNIA SHORT-FORM TEST OF MENTAL MATURITY - LEVEL 0 Total (CTB)	2	1	2	0	0	2	0	1	1	0	1	1	0	0	1	1	0	1	2	1	1	0	2	1	1	1	1	1	1	1	2	2	2	1	3	2	P F F G
CALIFORNIA SHORT-FORM TEST OF MENTAL MATURITY - LEVEL 1 Logical Reasoning (CTB)	2	1	2	0	0	0	0	0	1	0	1	1	0	1	1	0	1	1	2	1	1	1	2	1	1	1	0	1	1	0	0	0	0	1	1	2	P F F P
CALIFORNIA SHORT-FORM TEST OF MENTAL MATURITY - LEVEL 1 Non-Language (CTB)	2	1	2	0	0	0	0	0	1	0	1	1	0	1	0	0	1	1	2	1	1	0	2	1	1	1	0	1	1	1	1	0	1	1	3	2	P F F F
CALIFORNIA SHORT-FORM TEST OF MENTAL MATURITY - LEVEL 1 Total (CTB)	2	1	1	0	0	0	0	0	1	0	1	1	0	1	0	0	1	1	2	1	1	0	2	1	1	1	0	1	1	1	2	0	2	1	3	2	P F F F
CALIFORNIA TEST OF MENTAL MATURITY - LEVEL 0 Logical Reasoning (CTB)	2	0	2	0	0	0	0	1	1	0	1	1	0	1	1	1	1	1	2	1	1	1	2	1	1	1	1	1	1	1	0	0	0	1	3	2	P F G P
CALIFORNIA TEST OF MENTAL MATURITY - LEVEL 0 Non-Language (CTB)	2	1	1	0	0	0	0	1	2	0	1	1	0	0	1	1	1	1	2	1	1	0	2	1	1	1	1	1	1	1	0	0	0	1	3	2	P F F P
CALIFORNIA TEST OF MENTAL MATURITY - LEVEL 0 Total (CTB)	2	1	0	0	0	0	0	1	2	0	1	1	0	0	1	1	1	1	2	1	1	0	2	1	1	1	1	1	1	1	0	0	0	1	3	2	P F F P
CALIFORNIA TEST OF MENTAL MATURITY - LEVEL 1 Logical Reasoning (CTB)	2	1	2	0	0	0	0	0	1	0	1	1	0	1	0	0	1	0	2	1	1	1	2	1	1	1	0	1	1	1	0	0	0	1	2	2	P P F P
CALIFORNIA TEST OF MENTAL MATURITY - LEVEL 1 Non-Language (CTB)	2	1	1	0	0	0	0	0	1	0	1	0	0	1	0	0	1	0	1	1	1	0	2	1	1	1	0	1	1	1	0	0	0	1	3	2	P P F P
CALIFORNIA TEST OF MENTAL MATURITY - LEVEL 1 Total (CTB)	2	1	1	0	0	0	0	0	1	0	1	0	0	1	0	0	1	0	1	1	1	0	2	1	1	1	0	1	1	1	0	0	0	1	3	2	P P F P
CHICAGO NON-VERBAL EXAMINATION (PC)	0	1	2	0	0	0	0	1	0	0	1	1	0	1	0	0	0	1	2	2	1	0	1	1	1	0	1	0	1	1	0	0	0	1	2	1	P P F P
COGNITIVE ABILITIES TEST, PRIMARY I (HMC)	0	0	2	0	0	0	0	0	1	0	1	1	1	1	1	0	1	1	2	1	1	0	2	1	1	1	1	1	1	2	0	2	0	0	3	2	P F G P

ELEMENTARY GOAL / TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G–P
COGNITIVE ABILITIES TEST, PRIMARY II (HMC)	0	0	2	0	0	0	0	0	1	0	1	1	1	1	1	0	1	1	2	2	1	1	2	1	1	1	0	1	1	2	0	0	0	0	3	2	P F G P
KUHLMANN-ANDERSON TEST, BOOKLET A (PP)	2	1	1	0	0	1	2	1	1	0	1	1	1	1	1	0	1	1	2	1	1	0	0	1	1	1	0	0	1	1	2	3	2	0	1	2	P F P F
MCCARTHY SCALES OF CHILDREN'S ABILITIES General Cognitive (PC)	1	1	0	0	0	2	2	0	2	0	1	1	1	0	1	1	1	1	2	0	1	0	0	1	0	1	1	1	0	1	0	3	0	0	3	2	P F P F
OTIS-LENNON MENTAL ABILITY TEST, ELEMENTARY I (HBJ)	[illegible]	1	2	0	0	2	1	0	1	0	1	1	1	1	1	1	1	1	2	2	1	0	2	1	1	1	0	1	1	2	2	0	2	1	3	2	F F G F
PERSONALITY RATING SCALE Intelligence (ETSA)	1	0	2	0	0	0	0	1	0	0	1	1	1	1	1	1	0	1	0	2	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
PINTER-CUNNINGHAM PRIMARY TEST (HBJ)	0	1	1	0	0	2	0	0	1	0	1	1	1	1	0	1	1	1	2	1	1	1	1	1	1	1	1	0	1	1	0	2	2	1	3	2	P F F F
PRIMARY CLASSIFICATION TEST (BMC)	0	1	1	0	0	0	0	0	1	0	1	1	0	1	0	0	1	0	2	2	1	1	0	0	0	0	0	0	1	0	0	0	0	1	0	0	P P P P
SYMPTOMATOLOGY AND IDENTIFICATION OF A CHILD WITH LEARNING DISABILITIES Specific Learning Disabilities (Academic) (PI)	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
TEST OF "G": CULTURE FAIR, SCALE 1 (IPAT)	0	0	1	0	0	0	0	0	1	0	1	1	0	0	1	0	1	1	2	0	1	0	1	0	1	0	1	0	0	0	0	0	0	0	3	1	P F P P
TEST OF GENERAL ABILITY - GRADES K TO 2 Total Score (SRA)	3	1	1	0	0	1	0	0	1	0	1	1	1	1	1	0	1	0	2	2	1	0	2	1	1	1	0	0	1	1	0	0	0	1	0	2	P F F P
WECHSLER INTELLIGENCE SCALE FOR CHILDREN - REVISED Full Scale Score (PC)	1	2	1	0	0	2	0	0	1	0	1	1	0	0	1	0	1	1	1	0	0	0	0	1	1	0	0	1	0	0	3	3	0	0	3	2	P P P F
WECHSLER PRESCHOOL AND PRIMARY SCALE OF INTELLIGENCE Full Scale IQ (PC)	1	2	1	0	0	0	0	0	1	0	1	1	0	0	1	1	1	1	2	0	0	0	0	1	1	1	0	1	0	1	0	3	0	0	3	2	P F P F
8A. Classification																																					
COLUMBIA MENTAL MATURITY SCALE: THIRD EDITION - LEVEL F (HBJ)	2	1	1	0	0	2	0	0	1	0	1	1	1	0	1	1	1	1	2	0	1	1	2	1	1	1	1	1	1	0	0	2	0	0	3	2	P F F P
CONCEPT FORMATION TEST I (IDS)	0	0	2	0	0	0	0	0	0	0	0	1	1	1	0	0	0	1	2	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
CONCEPT FORMATION TEST II (IDS)	3	0	2	0	0	0	0	0	0	0	1	1	1	1	0	0	1	1	2	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
COOPERATIVE INTER-AMERICAN TESTS, TESTS OF GENERAL ABILITY: PRIMARY Classification (GTA)	0	1	1	0	0	0	0	1	1	0	1	1	1	1	1	0	1	0	2	2	1	1	2	0	0	0	0	0	1	0	0	0	0	1	0	0	P F P P
HISKEY-NEBRASKA TEST OF LEARNING APTITUDE Picture Association (MSH)	2	1	2	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	2	0	0	1	2	1	0	1	1	0	0	0	0	0	0	1	0	2	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent / Factorial	Experimental/ Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range	0-2	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-3	0-2	0-1	0-3	0-2	[illegible]
ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES, REVISED Visual Reception (WPS)	1	1	2	1	1	0	0	0	0	0	1	1	0	1	1	1	1	1	2	0	0	1	1	1	0	1	1	0	0	1	1	2	0	0	3	2	P F P F
KAHN INTELLIGENCE TESTS: EXPERIMENTAL FORM (PTS)	0	1	0	0	0	0	0	0	1	0	1	0	0	0	1	1	1	1	2	0	1	1	0	0	1	0	0	0	1	0	0	0	0	0	0	0	P F P P
KAHN TEST OF SYMBOL ARRANGEMENT Togetherness (PTS)	1	0	0	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
LORGE-THORNDIKE INTELLIGENCE TESTS, PRIMARY BATTERY - LEVEL 1 (HMC)	2	1	2	0	0	2	0	0	1	0	1	1	1	1	1	0	1	1	2	1	1	0	2	1	1	1	1	1	1	1	0	0	2	0	3	1	P F F P
OISE PICTURE REASONING TEST - PRIMARY (GCT)	0	1	1	0	0	0	0	0	2	0	1	1	0	1	1	1	1	1	2	1	1	0	2	0	1	1	0	0	1	0	0	0	0	0	3	2	P F P P
OTIS QUICK-SCORING MENTAL ABILITY TESTS - ALPHA TEST Nonverbal (HBJ)	1	2	2	0	0	0	0	1	1	0	1	1	1	1	1	0	1	0	2	2	1	0	2	1	1	0	1	0	1	1	0	0	0	1	0	2	P F F P
OTIS QUICK-SCORING MENTAL ABILITY TESTS - ALPHA TEST Total (HBJ)	1	2	1	0	0	0	0	1	1	0	1	1	1	1	1	0	1	0	1	2	1	0	2	1	1	0	1	0	1	1	0	0	0	1	0	1	P F F P
OTIS QUICK-SCORING MENTAL ABILITY TESTS: NEW EDITION - ALPHA TEST: SHORT FORM (HBJ)	1	2	1	0	0	1	0	1	1	0	1	1	1	1	0	0	1	1	1	2	1	0	2	1	1	1	0	0	1	1	0	0	0	1	3	2	P F F P
PICTORIAL TEST OF INTELLIGENCE Similarities (HMC)	2	1	1	0	1	1	0	0	1	0	1	1	1	0	1	1	1	1	2	0	0	1	2	1	1	0	1	1	0	0	0	0	0	1	0	1	P F P P
PRE-READING ASSESSMENT KIT Comprehension Unit Classification (CTB)	1	1	2	0	0	0	0	0	1	0	1	1	1	1	0	0	1	1	2	1	1	1	2	1	0	0	0	0	1	2	0	0	0	0	0	0	P F F P
TEST OF CONCEPT UTILIZATION Concept Articulation Scores Acceptable Mains (WPS)	1	0	2	0	0	0	0	0	2	0	1	1	0	0	0	0	1	1	2	0	0	0	0	0	1	1	1	0	0	0	0	0	0	0	0	2	P F P P
TEST OF CONCEPT UTILIZATION Concept Articulation Scores Inferior Mains (WPS)	1	0	2	0	0	0	0	0	2	0	1	1	0	0	0	0	1	1	2	0	0	0	0	0	1	1	1	0	0	0	0	0	0	0	0	2	P F P P
TEST OF CONCEPT UTILIZATION Equivalence Scores Abstract (WPS)	1	0	2	0	0	0	0	0	2	0	1	1	0	0	0	0	1	1	2	0	0	0	0	0	1	1	1	0	0	0	0	0	0	0	0	2	P F P P
TEST OF CONCEPT UTILIZATION Equivalence Scores Color (WPS)	1	0	2	0	0	0	0	0	2	0	1	1	0	0	0	0	1	1	2	0	0	0	0	0	1	1	1	0	0	0	0	0	0	0	0	2	P F P P
TEST OF CONCEPT UTILIZATION Equivalence Scores Homogeneous Function (WPS)	1	0	2	0	0	0	0	0	2	0	1	1	0	0	0	0	1	1	2	0	0	0	0	0	1	1	1	0	0	0	0	0	0	0	0	2	P F P P
TEST OF CONCEPT UTILIZATION Equivalence Scores Object Bound (WPS)	1	0	2	0	0	0	0	0	2	0	1	1	0	0	0	0	1	1	2	0	0	0	0	0	1	1	1	0	0	0	0	0	0	0	0	2	P F P P
TEST OF CONCEPT UTILIZATION Equivalence Scores Shape (WPS)	1	0	2	0	0	0	0	0	2	0	1	1	0	0	0	0	1	1	2	0	0	0	0	0	1	1	1	0	0	0	0	0	0	0	0	2	P F P P
TEST OF CONCEPT UTILIZATION Equivalence Scores Stimulus Bound (WPS)	1	0	2	0	0	0	0	0	2	0	1	1	0	0	0	0	1	1	2	0	0	0	0	0	1	1	1	0	0	0	0	0	0	0	0	2	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustrations & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-3	0-3	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-2	0-2	G F P
TEST OF CONCEPT UTILIZATION Negations (WPS)	1	0	2	0	0	0	0	0	2	0	1	1	0	0	0	0	1	1	2	0	0	0	0	0	1	1	1	0	0	0	0	0	0	0	0	2	P F P P
TEST OF CONCEPT UTILIZATION Qualitative Scores Action (WPS)	1	0	2	0	0	0	0	0	2	0	1	1	0	0	0	0	1	1	2	0	0	0	0	0	1	1	1	0	0	0	0	0	0	0	0	2	P F P P
TEST OF CONCEPT UTILIZATION Qualitative Scores Creations (WPS)	1	0	2	0	0	0	0	0	2	0	1	1	0	0	0	0	1	1	2	0	0	0	0	0	1	1	1	0	0	0	0	0	0	0	0	2	P F P P
TEST OF CONCEPT UTILIZATION Qualitative Scores Infusions (WPS)	1	0	2	0	0	0	0	0	2	0	1	1	0	0	0	0	1	1	2	0	0	0	0	0	1	1	1	0	0	0	0	0	0	0	0	2	P F P P
TEST OF CONCEPT UTILIZATION Qualitative Scores Object Qualities (WPS)	1	0	2	0	0	0	0	0	2	0	1	1	0	0	0	0	1	1	2	0	0	0	0	0	1	1	1	0	0	0	0	0	0	0	0	2	P F P P
TEST OF CONCEPT UTILIZATION Reality Match Scores Abstract (WPS)	1	0	2	0	0	0	0	0	2	0	1	1	0	0	0	0	1	1	2	0	0	0	0	0	1	1	1	0	0	0	0	0	0	0	1	2	P F P P
TEST OF CONCEPT UTILIZATION Reality Match Scores Color (WPS)	1	0	2	0	0	0	0	0	2	0	1	1	0	0	0	0	1	1	2	0	0	0	0	0	1	1	1	0	0	0	0	0	0	0	2	2	P F P P
TEST OF CONCEPT UTILIZATION Reality Match Scores Homogeneous Function (WPS)	1	0	2	0	0	0	0	0	2	0	1	1	0	0	0	0	1	1	2	0	0	0	0	0	[illegible]	1	1	0	0	0	0	0	0	0	0	2	P F P P
TEST OF CONCEPT UTILIZATION Reality Match Scores Relational Function (WPS)	1	0	2	0	0	1	0	0	2	0	1	1	0	0	0	0	1	1	2	0	0	0	0	0	1	1	1	0	0	0	0	0	0	0	0	2	P F P P
TEST OF CONCEPT UTILIZATION Reality Match Scores Shape (WPS)	1	0	2	0	0	0	0	0	2	0	1	1	0	0	0	0	1	1	2	0	0	0	0	0	1	1	1	0	0	0	0	0	0	0	0	2	P F P P
TEST OF CONCEPT UTILIZATION Reality Match Scores Total (WPS)	1	0	2	0	0	0	0	0	2	0	1	1	0	0	0	0	1	1	2	0	0	0	0	0	1	1	1	0	0	0	0	0	0	0	0	2	P F P P
TEST OF CONCEPT UTILIZATION Relational Scores Minor Relational (WPS)	1	0	2	0	0	0	0	0	2	0	1	1	0	0	0	0	1	1	2	0	0	0	0	0	1	1	1	0	0	0	0	0	0	0	1	2	P F P P
TEST OF CONCEPT UTILIZATION Relational Scores Relational Function (WPS)	1	0	2	0	0	0	0	0	2	0	1	1	0	0	0	0	1	1	2	0	0	0	0	0	1	1	1	0	0	0	0	0	0	0	1	2	P F P P
TEST OF CONCEPT UTILIZATION Structure Scores All Equivalence (WPS)	1	0	2	0	0	0	0	0	2	0	1	1	0	0	0	0	1	1	2	0	0	0	0	0	1	1	1	0	0	0	0	0	0	0	0	2	P F P P
TEST OF CONCEPT UTILIZATION Structure Scores All Relational (WPS)	1	0	2	0	0	0	0	0	2	0	1	1	0	0	0	0	1	1	2	0	0	0	0	0	1	1	1	0	0	0	0	0	0	0	0	2	P F P P
TEST OF CONCEPT UTILIZATION Structure Scores All Unilateral (WPS)	1	0	2	0	0	0	0	0	2	0	1	1	0	0	0	0	1	1	2	0	0	0	0	0	1	1	1	0	0	0	0	0	0	0	1	2	P F P P
TEST OF GENERAL ABILITY, INTER-AMERICAN SERIES: LEVEL 1 - ABBREVIATED EDITION Nonverbal (GTA)	0	1	1	0	0	0	0	0	1	0	1	1	0	1	0	0	1	1	2	1	1	0	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
TESTS OF GENERAL ABILITY - GRADES K TO 2 Reasoning (SRA)	3	1	2	0	0	1	0	0	2	0	1	1	1	1	1	1	1	0	2	2	1	1	2	1	1	1	0	0	1	1	0	0	0	1	0	2	P F F P

ELEMENTARY GOAL / TEST NAME	Measurement Validity: Content: Item Selection	Measurement Validity: Content: % Goal Assessed	Measurement Validity: Content: % Items Belonging	Measurement Validity: Construct: Divergent/Factorial	Measurement Validity: Construct: Experimental/Evaluational	Measurement Validity: Concurrent	Measurement Validity: Predictive	Examinee Appropriateness: Examinee Justification	Examinee Appropriateness: Comprehension: Item Approp./Unfamiliarity	Examinee Appropriateness: Comprehension: Item Difficulties	Examinee Appropriateness: Comprehension: Item Relevance	Examinee Appropriateness: Instructions: Concepts, Vocabulary	Examinee Appropriateness: Instructions: Task Aspects	Examinee Appropriateness: Instructions: Sample Items	Examinee Appropriateness: Format: Page Layout	Examinee Appropriateness: Format: Illustration & Print	Examinee Appropriateness: Format: Item Coherence	Examinee Appropriateness: Power/Speed Test	Examinee Appropriateness: Recording Answers	Administrative Usability: Administration: Testing Group Size	Administrative Usability: Administration: Administrator	Administrative Usability: Administration: Time	Administrative Usability: Ease of Scoring	Administrative Usability: Quality of Manual	Administrative Usability: Interpretation: Score Interpretation	Administrative Usability: Interpretation: Score Conversion	Administrative Usability: Interpretation: Norm Range	Administrative Usability: Interpretation: Norm Group	Administrative Usability: Interpretation: Score Interpreter	Administrative Usability: Can Decisions Be Made?	Normed Technical Excellence: Reliability: Test – Retest	Normed Technical Excellence: Reliability: Internal Consistency	Normed Technical Excellence: Reliability: Alternate Form	Normed Technical Excellence: Replicability	Normed Technical Excellence: Range of Coverage	Normed Technical Excellence: Score Gradation	TOTAL LETTER GRADES
Rating Range	0-3	0-2	0-2	0-2	0-2	0-3	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-3	0-3	0-1	0-3	0-2	G–P
6B. Comprehension of Information																																					
ANALYSIS OF LEARNING POTENTIAL - PRIMARY I BATTERY General Composite Score (HBJ)	2	2	1	0	0	1	1	0	1	0	1	1	1	1	1	1	1	0	1	2	1	0	2	1	1	0	0	1	1	1	0	3	2	1	2	2	P F F F
ANALYSIS OF LEARNING POTENTIAL - PRIMARY I BATTERY Index of Learning Potential Score (HBJ)	2	2	1	0	0	1	2	0	1	0	1	1	1	1	1	1	1	0	1	2	1	0	2	1	1	0	0	1	1	1	0	3	2	1	3	2	F F F F
ANALYSIS OF LEARNING POTENTIAL - PRIMARY I BATTERY Mathematics Composite Prognostic Score (HBJ)	2	1	1	0	0	1	2	0	1	0	1	1	1	1	1	1	1	0	2	2	1	0	2	1	1	0	0	1	1	1	0	2	1	1	3	2	P F F F
ANALYSIS OF LEARNING POTENTIAL - PRIMARY I BATTERY Reading Composite Prognostic Score (HBJ)	2	2	2	0	0	1	2	0	1	0	1	1	1	1	1	1	1	1	1	2	1	0	2	1	1	0	0	1	1	1	0	2	2	1	3	2	F F F F
ASSESSMENT OF CHILDREN'S LANGUAGE COMPREHENSION Two Critical Elements (CPP)	1	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	1	1	2	0	0	0	0	0	0	1	0	0	0	0	0	0	P G P P
ASSESSMENT OF CHILDREN'S LANGUAGE COMPREHENSION Three Critical Elements (CPP)	1	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	1	1	2	0	0	0	0	0	0	1	0	0	0	0	0	0	P G P P
ASSESSMENT OF CHILDREN'S LANGUAGE COMPREHENSION Four Critical Elements (CPP)	1	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	1	1	2	0	0	0	0	0	0	1	0	0	0	0	0	0	P G P P
ASSESSMENT OF CHILDREN'S LANGUAGE COMPREHENSION Vocabulary (CPP)	1	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	1	1	2	0	0	0	0	0	0	1	0	0	0	0	0	0	P G P P
BABCOCK TEST OF MENTAL EFFICIENCY Verbal Timed (WPS)	0	1	1	0	0	0	0	0	0	0	1	0	1	1	0	1	1	1	0	0	0	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	P P P P
BABCOCK TEST OF MENTAL EFFICIENCY Verbal Untimed (WPS)	0	1	2	0	0	0	0	0	0	0	1	0	1	0	0	1	1	1	0	0	0	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	P P P P
BASIC CONCEPT INVENTORY Part One (FPC)	1	2	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	1	1	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
BASIC CONCEPT INVENTORY Total (FPC)	1	2	1	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	0	1	0	0	0	0	1	2	0	0	0	0	0	0	P F P P
BASIC SCHOOL SKILLS INVENTORY Basic Information (FPC)	1	1	2	0	1	1	0	0	2	1	1	1	1	0	1	1	1	1	2	0	1	1	0	1	0	1	0	0	1	2	0	1	0	0	0	2	P G P P
BOEHM TEST OF BASIC CONCEPTS (PC)	3	1	2	0	0	0	0	1	1	1	1	1	1	1	1	1	1	1	2	1	1	0	2	1	1	1	1	0	1	2	0	2	3	1	1	1	P G F F
CALIFORNIA SHORT-FORM TEST OF MENTAL MATURITY - LEVEL 0 Language (CTB)	2	1	2	0	0	1	0	1	1	0	1	1	1	0	1	1	1	1	2	1	1	0	2	1	1	1	1	1	1	1	1	1	1	1	1	2	P F F P
CALIFORNIA SHORT-FORM TEST OF MENTAL MATURITY - LEVEL 0 Numerical Reasoning (CTB)	2	1	1	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	2	1	1	1	2	1	1	1	1	0	1	0	0	0	0	1	3	2	P F F P
CALIFORNIA SHORT-FORM TEST OF MENTAL MATURITY - LEVEL 0 Verbal Concepts (CTB)	2	1	2	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	2	1	1	1	2	1	1	1	1	1	1	0	0	0	0	1	1	2	P F F P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent / Factorial	Experimental/ Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-F-P
CALIFORNIA SHORT-FORM TEST OF MENTAL MATURITY - LEVEL 1 Language (CTB)	2	1	1	0	0	0	0	0	1	0	1	1	1	1	1	0	1	1	2	1	1	0	2	1	1	1	0	1	1	1	1	0	1	1	3	2	P F F F
CALIFORNIA SHORT-FORM TEST OF MENTAL MATURITY - LEVEL 1 Numerical Reasoning (CTB)	2	1	1	0	0	0	0	0	2	0	1	1	1	1	0	1	1	1	2	1	1	1	2	1	1	1	0	1	1	0	0	0	0	1	0	2	P F F P
CALIFORNIA SHORT-FORM TEST OF MENTAL MATURITY - LEVEL 1 Verbal Concepts (CTB)	2	1	2	0	0	0	0	0	1	0	1	1	1	1	1	0	1	1	2	1	1	1	2	1	1	1	0	1	1	0	0	0	0	1	3	2	P F F P
CALIFORNIA TEST OF MENTAL MATURITY - LEVEL 0 Language (CTB)	2	1	1	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	1	1	0	2	1	1	1	1	1	1	1	0	0	0	1	3	2	P G F P
CALIFORNIA TEST OF MENTAL MATURITY - LEVEL 0 Numerical Reasoning (CTB)	2	1	1	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	1	1	1	2	1	1	1	1	1	1	1	0	0	0	1	2	2	P G G P
CALIFORNIA TEST OF MENTAL MATURITY - LEVEL 0 Verbal Concepts (CTB)	2	0	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	1	1	1	2	1	1	1	1	1	1	1	0	0	0	1	3	2	P G G P
CALIFORNIA TEST OF MENTAL MATURITY - LEVEL 1 Language (CTB)	2	1	1	0	0	0	0	0	1	0	1	1	1	1	0	0	1	1	2	1	1	0	2	1	1	1	0	1	1	1	0	0	0	1	3	2	P F F P
CALIFORNIA TEST OF MENTAL MATURITY - LEVEL 1 Verbal Concepts (CTB)	2	1	2	0	0	0	0	0	1	0	1	1	1	1	1	0	1	1	2	1	1	1	2	1	1	1	0	1	1	1	0	0	0	1	3	2	P F F P
CANADIAN COGNITIVE ABILITIES TEST - PRIMARY 1 (TNS)	1	1	1	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	1	1	0	2	1	1	1	1	0	1	1	0	2	0	0	3	2	P F F P
CANADIAN COGNITIVE ABILITIES TEST - PRIMARY 2 (TNS)	1	1	1	0	0	0	0	0	1	0	1	1	1	1	1	0	1	1	2	2	1	0	2	1	1	1	0	0	1	1	0	0	0	0	3	2	P F F P
CLOZE PROCEDURE II - FIRST GRADE (IDS)	0	0	0	0	0	0	0	0	0	0	1	1	1	1	0	0	1	1	2	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
COMPREHENSION OF ORAL LANGUAGE, INTER-AMERICAN SERIES: LEVEL 1 (GTA)	0	1	2	0	0	0	0	0	2	0	1	1	1	1	1	0	1	1	2	1	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
COOPERATIVE INTER-AMERICAN TESTS, TESTS OF GENERAL ABILITY: PRIMARY Association (GTA)	0	1	2	0	0	0	0	1	1	0	1	1	1	1	1	0	1	0	2	2	1	1	2	0	0	0	0	0	1	0	0	0	0	1	0	0	P F P P
COOPERATIVE INTER-AMERICAN TESTS, TESTS OF GENERAL ABILITY: PRIMARY Oral Vocabulary (GTA)	0	1	2	0	0	0	0	1	1	0	1	1	1	1	1	0	1	1	2	2	1	1	2	0	1	0	0	0	1	0	0	0	0	0	0	1	P F F P
COOPERATIVE INTER-AMERICAN TESTS, TESTS OF GENERAL ABILITY: PRIMARY Total (GTA)	0	1	1	1	0	0	0	1	1	0	1	1	1	1	1	0	1	0	2	2	1	0	2	0	1	0	0	0	1	0	0	2	0	0	0	1	P F P P
CRICHTON VOCABULARY SCALE (NFER)	0	0	2	0	0	2	0	0	1	0	1	1	0	0	1	1	1	1	2	0	1	1	0	1	1	0	1	0	1	1	2	0	0	0	3	0	P F P P
DENNIS VOCABULARY TEST (WMD)	0	1	2	0	0	0	0	1	1	0	1	0	0	0	1	0	1	1	2	0	1	1	0	0	0	1	0	0	1	0	0	0	0	0	0	2	P F P P
DETROIT TEST OF LEARNING APTITUDE Orientation (BMC)	0	1	1	0	0	0	0	0	0	0	1	1	1	0	1	1	1	1	2	0	0	1	0	1	1	0	1	0	0	0	0	0	0	0	0	2	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent / Factorial	Experimental/ Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustrations & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-P
DETROIT TEST OF LEARNING APTITUDE Pictorial Opposites (BMC)	0	0	2	0	0	0	0	0	1	0	1	1	0	1	0	0	1	1	2	0	0	1	2	1	1	0	1	0	0	0	0	0	0	1	0	2	P F P P
DETROIT TEST OF LEARNING APTITUDE Social Adjustment B (BMC)	0	1	2	0	0	0	0	0	1	0	1	1	0	0	1	1	1	1	2	0	0	1	0	1	1	0	1	0	0	0	0	0	0	0	0	2	P F P P
DEVELOPMENTAL PROFILE Academic Age (PDP)	1	0	1	0	0	0	0	0	2	1	1	1	0	0	1	1	0	1	2	0	1	0	1	1	0	0	1	0	1	0	0	0	0	0	0	0	P F P P
DIAGNOSTIC READING TESTS, SURVEY SECTION: K-4, READINESS BKLET. Testing Vocabulary Pictures and Numbers, B (CDRT)	0	0	2	0	0	0	0	0	1	0	1	0	0	0	0	0	1	1	2	1	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
DIAGNOSTIC READING TESTS, SURVEY SECTION: K-4, READINESS BKLET. Testing Vocabulary Total Score (CDRT)	0	0	1	0	0	0	0	0	1	0	1	0	0	0	0	0	0	1	1	1	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
DOS AMIGOS VERBAL LANGUAGE SCALES English (ATP)	2	1	2	0	0	0	0	0	1	0	1	1	0	0	1	1	1	1	2	0	0	1	0	1	1	0	1	0	1	1	0	0	0	0	1	2	P F P P
DURRELL LISTENING - READING SERIES: PRIMARY LEVEL Listening Test Total (HBJ)	3	1	1	0	0	0	0	0	1	0	1	1	1	0	0	0	1	1	1	2	1	0	2	1	1	1	0	1	1	2	0	3	0	0	3	2	P P G F
DURRELL LISTENING - READING SERIES: PRIMARY LEVEL Listening Test Vocabulary (HBJ)	3	1	2	0	0	1	0	0	1	0	1	1	1	1	0	0	1	1	1	2	1	0	2	1	1	1	0	1	1	2	0	3	0	0	3	2	P F G F
EARLY SCHOOL PERSONALITY QUESTIONNAIRE Dull vs. Bright (IPAT)	1	1	2	0	0	0	0	0	0	0	1	1	1	1	0	0	0	1	2	1	1	0	2	1	0	1	0	0	1	1	0	0	0	0	1	1	P P F P
FIRST GRADE SCREENING TEST (AGS)	2	1	1	0	2	2	2	0	1	0	0	0	0	0	1	0	1	1	2	1	1	0	0	1	1	1	0	1	1	2	2	0	0	0	2	2	F P F P
FULL-RANGE PICTURE VOCABULARY TEST (PTS)	0	1	2	0	0	0	0	0	1	0	1	0	0	0	1	0	1	1	1	0	1	0	0	0	1	1	1	0	0	0	0	0	0	0	3	2	P P P P
GESELL DEVELOPMENTAL KIT Initial Interview (WPS)	0	0	1	0	1	0	0	0	0	0	0	0	1	0	0	1	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
GESELL DEVELOPMENTAL KIT Right and Left Naming Parts of Body (WPS)	1	0	2	0	1	0	0	0	2	1	1	1	1	0	1	1	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P G P P
GILLILAND LEARNING POTENTIAL EXAMINATION Non Cultural and Non Reading (MRP)	0	2	1	0	0	0	0	0	1	0	0	0	0	0	0	0	1	0	2	2	1	0	1	0	1	0	0	0	1	0	0	0	0	0	0	1	P P P P
GILLILAND LEARNING POTENTIAL EXAMINATION Predicted Comprehension (MRP)	0	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	1	0	2	2	1	1	1	0	1	0	0	0	1	0	0	0	0	0	1	1	P P P P
GILLILAND LEARNING POTENTIAL EXAMINATION Primary (MRP)	0	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	1	0	2	2	1	0	1	0	1	0	0	0	1	0	0	0	0	0	1	1	P P P P
GILLILAND LEARNING POTENTIAL EXAMINATION Quick Score (MRP)	0	2	1	0	0	0	0	0	1	0	0	0	0	0	0	0	1	0	2	2	1	0	1	0	1	0	0	0	1	0	0	0	0	0	0	1	P P P P
GILLILAND LEARNING POTENTIAL EXAMINATION Total Test (MRP)	0	2	1	0	0	0	0	0	1	0	0	0	0	0	0	0	1	0	2	0	1	0	1	0	1	0	0	0	1	0	0	0	0	0	0	1	P P P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-F-P.
HENMON-NELSON TESTS OF MENTAL ABILITY - PRIMARY (HMC)	1	1	1	0	0	2	0	0	2	0	1	1	1	1	1	1	1	1	2	1	1	0	2	1	1	1	1	1	1	1	0	2	0	1	3	2	P G F F
ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES, REVISED Auditory Reception (WPS)	1	0	2	1	1	0	0	0	0	0	1	0	0	1	1	1	1	1	2	0	0	1	0	1	0	1	1	0	0	1	1	3	0	0	3	2	P F P F
ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES, REVISED Composite (WPS)	1	1	0	1	1	1	0	0	1	0	1	0	0	0	1	0	1	1	1	0	0	0	0	1	0	1	1	0	0	1	2	2	0	0	3	2	P P P F
ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES, REVISED Manual Expression (WPS)	1	1	2	1	1	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	0	1	0	1	0	1	1	0	0	1	1	2	0	0	3	2	P G P F
ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES, REVISED Verbal Expression (WPS)	1	0	2	1	1	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	0	1	0	1	0	1	1	0	0	1	1	2	0	0	3	2	P G P F
INITIAL LEARNING ASSESSMENT Concept Formation (ATP)	0	0	1	0	0	0	0	0	2	0	1	0	0	0	0	0	1	1	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
INITIAL LEARNING ASSESSMENT Symbolic Development (ATP)	0	0	1	0	0	0	0	0	2	0	1	0	0	0	0	0	1	1	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
INVENTORY OF READINESS SKILLS Visual and Motor Skills Body Awareness (EPI)	0	0	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
INVENTORY OF READINESS SKILLS Visual and Motor Skills Total (EPI)	0	0	1	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
IOWA TESTS OF BASIC SKILLS, PRIMARY, FORMS 5 AND 6 - LEVEL 7 Listening (HMC)	3	1	1	0	0	0	0	1	1	1	1	1	1	0	1	0	1	1	2	2	1	1	2	1	1	0	0	0	1	1	0	0	0	0	3	2	P F F P
JAMES LANGUAGE DOMINANCE TEST English Comprehension (LCI)	2	0	2	0	0	0	0	0	2	0	1	1	1	1	1	0	1	1	2	0	0	1	1	1	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
JAMES LANGUAGE DOMINANCE TEST English House Items (LCI)	2	0	2	0	0	0	0	0	2	0	1	1	1	1	1	0	1	1	2	0	0	1	1	1	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
JAMES LANGUAGE DOMINANCE TEST English Production (LCI)	2	0	2	0	0	0	0	0	2	0	1	1	1	1	1	0	1	1	2	0	0	1	1	1	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
JAMES LANGUAGE DOMINANCE TEST English Total Score (LCI)	2	0	2	0	0	0	0	0	2	0	1	1	1	1	1	0	1	1	2	0	0	1	1	1	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
KAHN TEST OF SYMBOL ARRANGEMENT Naming (PTS)	1	0	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
KAHN TEST OF SYMBOL ARRANGEMENT Objects Over (PTS)	1	0	0	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
KAHN TEST OF SYMBOL ARRANGEMENT Symbol Pattern Score (Number Element) (PTS)	1	0	0	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
LET'S LOOK AT CHILDREN Communication Skills 1-5 (ETS)	2	1	1	0	0	0	0	0	1	0	1	1	0	1	1	1	1	1	2	1	1	0	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P

ELEMENTARY GOAL / TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-3	0-3	0-1	0-2	0-2	G-F-P
LET'S LOOK AT CHILDREN Logical Reasoning 1-5 (ETS)	2	1	1	0	0	0	0	0	1	0	1	1	0	1	1	1	1	1	2	1	1	0	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
LET'S LOOK AT CHILDREN Time Concepts 1-5 (ETS)	2	1	2	0	0	0	0	0	2	0	1	1	0	1	1	1	1	1	2	1	1	0	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
LOUISVILLE BEHAVIOR CHECK LIST - FORM E1 Cognitive Disability Total (CPRC)	1	0	0	0	0	0	0	0	0	0	0	1	0	0	1	1	1	1	2	0	0	0	1	0	1	1	0	0	0	0	0	0	0	0	0	0	P P P P
LOUISVILLE BEHAVIOR CHECK LIST - FORM E1 Intellectual Deficit (CPRC)	1	0	1	0	0	0	0	0	0	0	0	1	0	0	1	1	1	1	2	0	0	0	1	0	1	1	0	0	0	0	0	0	0	0	0	0	P P P P
MacMILLAN READING READINESS TEST, REVISED EDITION Vocabulary and Concepts (MC)	0	1	2	0	0	1	1	0	1	0	1	1	1	1	1	0	1	1	2	1	1	1	2	1	1	1	0	0	1	1	0	2	0	0	1	2	P F F P
McCARTHY SCALES OF CHILDREN'S ABILITIES Verbal (PC)	1	2	1	1	0	1	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	0	0	1	0	1	1	1	0	1	0	2	0	0	3	1	P F P P
METROPOLITAN READINESS TESTS Word Meaning (HBJ)	1	1	2	0	0	1	2	0	1	0	1	1	1	1	1	0	1	1	2	1	1	1	2	1	1	1	0	1	1	1	0	1	0	1	0	0	P F F P
MILL HILL VOCABULARY SCALE Oral Definitions Form (NFER)	0	1	2	0	0	0	0	0	0	0	0	1	0	0	1	1	1	1	2	0	0	1	0	0	1	0	1	0	1	0	0	0	0	0	2	0	P P P P
OTIS QUICK-SCORING MENTAL ABILITY TESTS - ALPHA TEST Verbal (HBJ)	1	1	2	0	0	0	0	1	1	0	1	1	1	1	1	0	1	1	1	2	1	0	2	1	1	0	1	0	1	1	0	0	0	1	0	2	P F F P
OTIS-LENNON MENTAL ABILITY TEST, PRIMARY II (HBJ)	3	1	1	0	0	2	2	0	2	0	1	1	1	1	1	1	1	1	2	2	1	0	2	1	1	1	1	1	1	2	2	3	2	1	3	2	F G G G
PEABODY INDIVIDUAL ACHIEVEMENT TEST General Information (AGS)	2	1	2	0	0	1	0	1	1	0	1	1	1	1	1	1	1	1	2	0	1	1	0	1	1	1	1	1	1	1	2	0	0	0	3	2	P G F P
PEABODY INDIVIDUAL ACHIEVEMENT TEST Total Test (AGS)	2	1	0	0	0	1	0	1	1	0	1	1	1	1	1	1	1	1	2	0	1	0	0	1	1	1	1	1	1	1	2	0	0	0	3	2	P G F P
PEABODY PICTURE VOCABULARY TEST (AGS)	3	1	2	0	0	2	1	0	2	2	1	1	1	1	1	1	1	1	2	0	1	1	1	1	1	1	1	0	1	0	0	0	1	0	3	2	F G F P
PICTORIAL TEST OF INTELLIGENCE Information and Comprehension (HMC)	2	1	2	0	1	1	0	0	1	0	1	1	1	0	1	1	1	1	2	0	0	1	2	1	1	0	1	1	0	0	0	0	0	1	0	1	P F P P
PICTORIAL TEST OF INTELLIGENCE Picture Vocabulary (HMC)	2	1	2	0	1	1	0	0	0	0	1	1	1	0	1	1	1	1	2	0	0	1	2	1	1	0	1	1	0	0	0	0	0	1	0	1	P F P P
PICTORIAL TEST OF INTELLIGENCE Total Raw Score (HMC)	2	1	0	0	1	2	0	0	1	0	1	1	1	0	1	1	1	1	2	0	0	0	2	1	1	1	1	1	0	0	0	3	0	1	1	1	P F P P
PRE-READING ASSESSMENT KIT Experience Vocabulary Unit (CTB)	1	1	2	0	0	0	0	0	2	0	1	1	1	1	0	0	1	1	2	1	1	1	2	1	0	0	0	0	1	2	0	0	0	0	0	0	P F F P
PREREADING EXPECTANCY SCREENING SCALES Visual/Auditory Space (PEI)	2	0	2	0	1	1	0	0	1	0	1	1	0	0	0	0	0	1	1	1	1	1	2	1	1	0	0	0	1	1	0	0	0	0	0	1	P P F P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION		INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent / Factorial	Experimental / Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-3	0-3	0-1	0-3	0-2	G-P
PRESCHOOL ATTAINMENT RECORD Information (AGS)	1	0	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	1	0	1	0	0	1	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
PRESCRIPTIVE TEACHING SERIES Visual-Motor Skills (PEI)	1	0	1	0	0	0	0	0	0	0	0	1	0	0	1	1	0	1	1	0	1	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	P P P P
PRIMARY MENTAL ABILITIES - GRADES K-1 Number Facility (SRA)	1	1	2	0	0	0	2	1	1	0	1	1	1	1	0	1	1	1	2	1	1	1	2	1	1	0	1	1	1	0	1	0	0	0	1	2	P F F P
PRIMARY MENTAL ABILITIES - GRADES K-1 Total (SRA)	1	2	1	0	1	0	2	1	1	0	1	1	1	1	0	0	1	1	2	1	1	0	2	1	1	0	1	1	1	0	3	0	0	0	1	2	P F F P
PRIMARY MENTAL ABILITIES - GRADES K-1 Verbal Meaning (SRA)	1	1	2	0	0	0	2	1	1	0	1	1	1	1	0	0	1	1	2	1	1	1	2	1	1	0	1	1	1	0	2	0	0	0	1	2	P F F P
PRIMARY READING PROFILES - LEVEL 1 Aptitude for Reading (HMC)	1	1	1	0	0	1	0	0	1	2	1	1	0	0	1	0	1	1	2	2	1	1	2	1	1	1	0	1	1	1	0	2	0	0	3	2	P F G P
QUICK SCREENING SCALE OF MENTAL DEVELOPMENT Speech and Language (PA)	1	0	2	0	0	0	0	0	2	0	1	1	0	0	0	0	1	1	2	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	P F P P
QUICK TEST (PTS)	3	1	2	0	0	0	0	0	0	0	1	1	0	0	1	0	1	1	2	0	0	1	2	0	1	1	1	0	0	1	0	0	0	0	0	0	P P P P
ROSNER PERCEPTUAL SURVEY Rosner-Richman Perceptual Survey General Adjustment Responses (LRDC)	0	0	1	0	0	0	0	0	2	0	0	1	1	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	1	0	0	P F P P
SCREENING TEST FOR AUDITORY COMPREHENSION OF LANGUAGES (ENGLISH) (LCI)	1	1	1	0	0	0	0	0	1	0	1	1	1	[illegible]	1	0	1	1	2	1	1	1	2	0	1	0	0	0	1	1	0	0	0	0	0	2	P F F P
SERIES OF EMERGENCY SCALES - SCALE A (PC)	1	1	2	0	0	0	0	0	1	0	1	1	0	0	1	1	1	1	2	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
SERIES OF EMERGENCY SCALES - SCALE B (PC)	1	1	2	0	0	0	0	0	1	0	1	1	0	0	0	1	1	1	2	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
SHORT FORM TEST OF ACADEMIC APTITUDE - LEVEL 1 Language (CTB)	2	1	1	0	0	1	0	1	1	2	1	1	1	1	0	0	1	1	2	2	1	1	2	1	1	1	0	1	1	1	0	2	0	1	3	2	P G G F
SHORT FORM TEST OF ACADEMIC APTITUDE - LEVEL 1 Non-Language (CTB)	2	1	1	0	0	2	0	1	1	2	1	1	1	1	0	1	1	0	2	2	1	1	2	1	1	1	0	1	1	1	0	2	0	1	3	2	P G G F
SHORT FORM TEST OF ACADEMIC APTITUDE - LFVEL 1 Sequences (CTB)	2	1	2	0	0	1	0	1	1	2	1	1	1	1	0	1	1	1	2	2	1	1	2	1	0	0	0	1	1	1	0	2	0	1	0	0	P G F P
SHORT FORM TEST OF ACADEMIC APTITUDE - LEVEL 1 Total (CTB)	2	2	1	0	0	2	0	1	1	2	1	1	1	1	0	0	1	0	2	2	1	0	2	1	1	1	0	1	1	1	0	3	0	1	3	2	P F F F
SHORT FORM TEST OF ACADEMIC APTITUDE - LEVEL 1 Vocabulary (CTB)	2	1	2	0	0	1	0	1	2	2	1	1	1	1	0	0	1	1	2	2	1	1	2	1	0	0	0	1	1	1	0	2	0	1	0	0	P G F P
SLINGERLAND SCREENING TESTS FOR IDENTIFYING CHILDREN WITH SPECIFIC LANGUAGE DISABILITY - FORM A Teacher Observation and Information Inventory (EPS)	0	0	0	0	0	0	0	0	1	0	1	1	0	0	0	1	1	1	1	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADUATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent / Factorial	Experimental / Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-3	0-3	0-1	0-3	0-2	G–P
SLOSSON INTELLIGENCE TEST FOR CHILDREN AND ADULTS (SEP)	1	1	1	0	0	2	0	1	2	0	1	1	1	0	1	1	1	1	2	0	1	0	0	1	1	1	1	0	1	1	0	0	0	0	0	2	P G P P
SPRIGLE SCHOOL READINESS SCREENING TEST (PCRC)	0	1	1	0	0	2	0	0	1	0	1	1	0	0	1	0	1	1	2	0	0	0	0	1	0	1	0	0	0	2	0	0	0	0	0	0	P F P P
STANFORD ACHIEVEMENT TEST - PRIMARY LEVEL I Total Auditory (HBJ)	3	1	1	0	0	0	0	0	1	0	1	1	1	1	0	0	1	1	2	2	1	0	2	1	1	1	0	1	1	0	0	0	0	0	3	2	P F F P
STANFORD ACHIEVEMENT TEST - PRIMARY LEVEL I Vocabulary (HBJ)	3	[illegible]	2	0	0	0	0	0	1	0	1	1	1	1	1	1	1	1	2	2	1	0	2	1	1	1	0	1	1	2	0	0	0	1	3	2	P F G P
STANFORD-BINET INTELLIGENCE SCALE (HMC)	2	2	1	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	2	0	0	0	0	1	1	1	1	1	0	0	0	0	0	0	3	2	P F P P
TEST OF GENERAL ABILITY, INTER-AMERICAN SERIES: LEVEL I - ABBREVIATED EDITION Total (GTA)	0	1	0	0	0	0	0	0	1	0	1	1	0	0	0	0	1	1	2	1	1	0	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
TEST OF GENERAL ABILITY, INTER-AMERICAN SERIES: LEVEL I - ABBREVIATED EDITION Verbal - Numerical (GTA)	0	1	1	0	0	0	0	0	1	0	1	1	0	0	0	0	1	1	2	1	1	0	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
TEST OF GENERAL ABILITY, INTER-AMERICAN SERIES: LEVEL I Nonverbal (GTA)	1	1	1	0	0	1	0	0	2	0	1	1	1	1	1	0	1	0	2	1	1	1	2	0	1	0	0	0	1	0	0	0	2	1	1	1	P F P P
TEST OF GENERAL ABILITY, INTER-AMERICAN SERIES: LEvEL I Total (GTA)	1	1	1	0	0	2	0	0	2	0	1	1	1	1	1	0	1	0	2	1	1	0	2	0	1	0	0	0	1	0	0	0	2	0	1	1	P F P P
TEST OF GENERAL ABILITY, INTER-AMERICAN SERIES: LEVEL I Verbal - Numerical (GTA)	1	1	1	0	0	2	0	0	2	0	1	1	1	1	1	0	1	1	2	1	1	1	2	0	1	0	0	0	1	0	0	0	2	0	3	1	P F P P
TESTS OF BASIC EXPERIENCES - LEVEL L General Concepts (CTB)	2	1	1	0	2	2	[illegible]	0	1	0	1	1	1	1	1	0	1	1	2	2	1	0	2	1	1	1	0	0	1	1	1	2	0	1	2	2	F F F F
TESTS OF BASIC EXPERIENCES - LEVEL L Language (CTB)	2	1	1	0	2	2	2	0	1	0	1	1	1	1	1	1	1	1	2	2	1	0	2	1	1	1	0	0	1	1	1	2	0	1	1	2	F F F P
TESTS OF BASIC EXPERIENCES - LEVEL L Mathematics (CTB)	2	1	1	0	2	2	2	0	1	0	1	1	1	1	1	0	1	1	2	2	1	0	2	1	1	1	0	0	1	1	2	2	0	1	2	2	F F F F
TESTS OF BASIC EXPERIENCES - LEVEL L Social Studies (CTB)	2	1	1	0	2	2	1	0	1	0	0	1	1	1	1	0	1	1	2	2	1	0	2	1	1	1	0	0	1	1	2	2	0	1	1	2	F F F F
TESTS OF GENERAL ABILITY - GRADES K TO 2 Information (SRA)	3	1	1	0	0	1	0	0	1	0	1	1	1	1	1	0	1	1	2	2	1	0	2	1	1	1	0	0	1	1	0	0	0	1	0	2	P F F P
UTAH TEST OF LANGUAGE DEVELOPMENT (CRA)	0	0	1	0	0	0	0	0	2	0	1	1	0	0	1	0	1	1	2	0	1	0	0	1	0	1	1	0	0	0	0	0	0	0	0	2	P F P P
VALETT DEVELOPMENTAL SURVEY OF BASIC LEARNING ABILITIES Conceptual Development (CPP)	1	1	2	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
VALETT DEVELOPMENTAL SURVEY OF BASIC LEARNING ABILITIES Language Development and Verbal Fluency (CPP)	1	1	2	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPRE-HENSION			INSTRUC-TIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINI-STRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evolutional				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test—Retest	Internal Consistency	Alternate Form				
Rating Range	0-2	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-2	0-2	0-1	0-2	0-2	[illegible]
VERBAL LANGUAGE DEVELOPMENT SCALE (AGS)	1	1	0	0	1	0	0	0	1	0	1	1	0	0	1	1	1	1	2	0	1	1	0	1	0	1	1	0	1	0	0	0	0	0	0	2	P F P P
VOCABULARY SURVEY TEST Part I (SFC)	1	1	2	0	0	0	0	0	1	2	1	1	1	1	1	1	1	1	2	1	1	0	2	1	1	1	0	0	1	1	0	0	0	1	0	0	P G F P
VOCABULARY SURVEY TEST Part II (SFC)	1	1	2	0	0	0	0	0	1	2	1	1	1	1	1	1	1	1	2	1	1	0	2	1	1	1	0	0	1	1	0	0	0	1	0	0	P G F P
VOCABULARY SURVEY TEST Total (SFC)	1	1	2	0	0	0	0	0	1	2	1	1	1	1	1	1	1	1	2	1	1	0	2	1	1	1	0	0	1	1	0	3	0	1	3	2	P G F F
WATSON NUMBER-READINESS TEST Objective Test (BSC)	1	1	1	0	0	0	0	0	2	0	1	1	0	0	0	0	1	1	2	1	1	1	0	1	0	0	0	0	1	1	0	0	0	1	0	0	P F P P
WECHSLER INTELLIGENCE SCALE FOR CHILDREN - REVISED Comprehension (PC)	1	1	2	1	0	1	0	0	2	0	1	1	1	0	1	1	1	1	2	0	0	1	0	1	1	0	0	1	0	0	2	1	0	0	3	2	P F P F
WECHSLER INTELLIGENCE SCALE FOR CHILDREN - REVISED Information (PC)	1	0	2	0	0	1	0	0	2	0	1	1	0	0	1	1	1	1	2	0	0	1	0	1	1	0	0	1	0	0	2	1	0	0	3	1	P F P P
WECHSLER INTELLIGENCE SCALE FOR CHILDREN - REVISED Picture Arrangement (PC)	1	1	2	0	0	2	0	0	2	0	1	1	1	1	1	0	1	1	1	0	0	1	1	1	1	0	0	1	0	0	2	2	0	1	3	1	P F P F
WECHSLER INTELLIGENCE SCALE FOR CHILDREN - REVISED Picture Completion (PC)	1	0	2	0	0	1	0	0	1	0	1	1	1	0	1	0	1	1	2	0	0	1	2	1	1	0	0	1	0	0	1	2	0	1	3	2	P F P F
WECHSLER INTELLIGENCE SCALE FOR CHILDREN - REVISED Verbal Score (PC)	1	2	0	0	0	2	0	0	2	0	1	1	0	0	1	1	1	1	2	0	0	0	0	1	1	0	0	1	0	0	2	3	0	0	3	2	P F P F
WECHSLER INTELLIGENCE SCALE FOR CHILDREN - REVISED Vocabulary (PC)	1	1	2	0	0	2	0	0	2	0	1	1	1	0	1	1	1	1	2	0	0	1	0	1	1	0	0	1	0	0	1	2	0	0	3	1	P F P P
WECHSLER PRESCHOOL AND PRIMARY SCALE OF INTELLIGENCE Performance Tests Picture Completion (PC)	0	1	2	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	2	0	0	1	1	1	0	1	0	1	0	0	0	2	0	1	2	1	P F P P
WECHSLER PRESCHOOL AND PRIMARY SCALE OF INTELLIGENCE Verbal IQ (PC)	1	2	2	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	2	0	0	0	0	1	1	1	0	1	0	1	0	3	0	0	3	2	P F P F
WECHSLER PRESCHOOL AND PRIMARY SCALE OF INTELLIGENCE Verbal Tests Comprehension (PC)	0	1	2	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	2	0	0	1	0	1	0	1	0	1	0	0	0	2	0	1	3	1	P F P P
WECHSLER PRESCHOOL AND PRIMARY SCALE OF INTELLIGENCE Verbal Tests Information (PC)	0	1	2	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	2	0	0	1	0	1	0	1	0	1	0	0	0	2	0	1	2	1	P F P P
WECHSLER PRESCHOOL AND PRIMARY SCALE OF INTELLIGENCE Verbal Tests Vocabulary (PC)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	0	1	0	1	0	1	0	1	0	0	0	2	0	1	3	1	P F P P
WORD DISTANCE SCALE Connotative Distance (IDS)	0	0	2	0	0	0	0	0	1	0	1	1	0	1	1	0	1	1	2	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
WORD DISTANCE SCALE Connotative Strength (IDS)	0	0	2	0	0	0	0	0	1	0	1	1	0	1	1	0	1	1	2	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-P
WORD DISTANCE SCALE Discrepancy Score (IDS)	0	0	2	0	0	0	0	0	1	0	1	1	0	1	1	0	1	1	2	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
WORD PICTURE IDENTIFICATION (IDS)	0	1	2	0	0	0	0	1	2	0	1	1	1	0	0	0	1	1	2	0	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
WORD UTILITY TEST (IDS)	0	1	2	0	0	0	0	1	2	0	1	1	1	1	0	0	1	1	2	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
8C. Logical Reasoning																																					
ARTHUR ADAPTATION OF THE LEITER INTERNATIONAL PERFORMANCE SCALE (CHS)	0	1	1	0	0	0	0	0	[illegible]	0	1	1	0	0	1	1	1	1	2	0	1	1	2	0	0	[illegible]	1	0	0	0	0	0	0	0	0	0	P F P P
ARTHUR POINT SCALE OF PERFORMANCE TEST, REVISED FORM II Healy Picture Completion Test II (PC)	0	1	2	0	0	0	0	0	1	0	1	1	0	0	1	0	1	1	2	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	2	P F P P
COLOURED PROGRESSIVE MATRICES - SETS A, AB, B (WPS)	3	1	1	0	0	0	0	0	2	2	1	1	1	1	1	1	1	1	2	0	0	0	2	1	1	0	1	0	0	1	0	0	0	0	0	0	P G P P
HARRISON-STROUD READING READINESS PROFILE Using Context and Auditory Clues (HMC)	1	1	1	0	0	0	0	0	2	0	1	1	1	[illegible]	[illegible]	1	1	1	2	1	1	1	2	1	1	1	0	0	1	0	0	0	0	0	0	2	P G F P
ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES, REVISED Auditory Association (WPS)	1	1	2	1	1	1	0	0	1	0	1	1	0	1	1	1	1	1	2	0	0	1	0	1	0	1	1	0	0	1	2	2	0	0	3	2	P F P F
ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES, REVISED Visual Association (WPS)	1	2	0	1	1	0	0	0	1	0	1	1	1	1	1	1	1	1	2	0	0	1	2	1	0	1	1	0	0	1	1	2	0	1	3	2	P F P F
LEITER INTERNATIONAL PERFORMANCE SCALE (CHS)	0	1	1	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	0	2	0	1	0	1	0	0	0	0	0	0	0	3	2	P F P P
PRE-READING ASSESSMENT KIT Comprehension Unit Cause - Effect and Prediction (CTB)	1	1	1	0	0	0	0	0	1	0	1	1	1	1	0	0	1	1	2	1	1	1	2	1	0	0	0	0	1	2	0	0	0	0	0	0	P F F P
PREREADING EXPECTANCY SCREENING SCALES Visual Sequencing (PEI)	2	1	1	0	1	1	0	0	1	0	1	1	0	0	0	0	1	0	1	1	1	1	2	1	1	0	0	0	1	1	0	0	0	0	0	1	P P F P
SHORT FORM TEST OF ACADEMIC APTITUDE - LEVEL 1 Analogies (CTB)	2	1	2	0	0	1	0	1	1	2	1	0	1	1	0	1	1	0	2	2	1	1	2	1	0	0	0	1	1	1	0	2	0	1	0	0	P F F P
STANDARD PROGRESSIVE MATRICES (PC)	0	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	1	1	0	2	1	1	1	0	1	1	0	0	0	0	0	0	0	P G F P
WECHSLER INTELLIGENCE SCALE FOR CHILDREN - REVISED Similarities (PC)	1	0	2	1	0	1	0	0	2	0	1	1	1	1	1	1	1	1	2	0	0	1	0	1	1	0	0	1	0	0	2	2	0	0	3	2	P G P F
WECHSLER PRESCHOOL AND PRIMARY SCALE OF INTELLIGENCE Verbal Tests Similarities (PC)	1	1	2	0	0	0	0	0	2	0	1	1	[illegible]	[illegible]	1	1	1	1	2	0	0	1	0	1	0	1	0	1	0	0	0	2	0	1	1	1	P F P P
WOODCOCK READING MASTERY TESTS Word Comprehension (AGS)	2	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	1	1	0	1	1	0	0	1	0	1	0	0	0	0	0	2	P G P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
8D. Spatial Reasoning																																					
ARTHUR POINT SCALE OF PERFORMANCE TEST, REVISED FORM II Arthur Stencil Design Test I (PC)	0	1	2	0	0	0	0	0	1	0	1	1	0	1	1	1	1	1	2	0	0	0	1	0	0	0	1	0	0	0	0	0	0	0	0	2	P F P P
ARTHUR POINT SCALE OF PERFORMANCE TEST, REVISED FORM II Porteus Maze Test (Arthur Revision) (PC)	0	1	2	0	0	0	0	0	1	0	1	1	0	1	1	1	1	1	2	0	0	1	0	0	0	0	1	0	0	0	0	0	0	0	0	2	P F P P
AYRES SPACE TEST (WPS)	2	1	2	1	1	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	0	0	1	1	0	0	1	0	0	1	0	3	0	0	0	2	P G P P
CALIFORNIA TEST OF MENTAL MATURITY - LEVEL 1 Spatial Relationships (CTB)	2	1	1	0	0	0	0	0	2	0	1	1	1	1	1	1	1	0	2	1	1	1	2	1	1	1	0	1	1	1	0	0	0	1	3	2	P F F P
ELIZUR TEST OF PSYCHO-ORGANICITY: CHILDREN AND ADULTS Blocks, Children's Form (WPS)	1	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	0	1	1	1	0	0	0	0	0	2	0	0	0	1	0	0	P G P P
HISKEY-NEBRASKA TEST OF LEARNING APTITUDE Block Patterns (MSH)	2	1	2	0	0	0	0	0	1	0	1	1	1	0	1	1	1	0	2	0	0	1	1	1	0	1	1	0	0	0	0	0	0	1	0	2	P F P P
INVENTORY OF READINESS SKILLS Visual and Motor Skills Locational and Directional Concepts (EPI)	0	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	0	1	1	0	0	0	0	0	0	1	1	0	0	0	1	0	0	P F P P
KUHLMANN-FINCH TESTS - TEST I (AGS)	2	2	1	0	0	0	0	0	1	0	1	1	1	1	1	1	1	1	2	1	1	0	1	1	1	0	0	0	1	0	0	2	0	1	0	2	P F P P
LET'S LOOK AT CHILDREN Spatial Relations 1-5 (ETS)	2	1	1	0	0	0	0	0	2	0	1	1	0	1	1	1	1	1	2	1	1	0	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
PACIFIC DESIGN CONSTRUCTION TEST (ACER)	2	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	1	1	2	1	0	1	0	0	1	0	0	0	0	1	0	0	P G P P
PORTEUS MAZE TESTS Mental Age Score (PC)	1	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	0	1	1	1	1	0	1	1	0	1	0	0	0	0	0	0	1	P F P P
PRIMARY MENTAL ABILITIES - GRADES K-1 Spatial Relations (SRA)	1	1	2	0	0	0	1	1	1	0	1	1	1	1	0	1	1	1	2	1	1	1	2	1	1	0	1	1	1	0	2	0	0	0	1	2	P F F P
ROSNER PERCEPTUAL SURVEY Optometric Subscales Split Form Board (LRDC)	0	0	2	0	0	0	0	0	2	0	1	1	0	0	0	0	1	1	2	0	0	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
SHORT TEST OF EDUCATIONAL ABILITY - LEVEL 1 (SRA)	0	1	1	0	0	1	0	0	1	0	1	0	1	1	0	0	1	1	2	1	1	0	2	1	0	0	0	1	1	0	0	2	0	0	0	0	P F P P
SOUTHERN CALIFORNIA SENSORY INTEGRATION TESTS Space Visualization Accuracy Score (WPS)	1	0	2	0	0	0	0	0	2	0	1	0	0	1	1	1	0	1	2	0	0	1	2	0	0	1	1	0	0	0	0	0	0	0	0	1	P F P P
SOUTHERN CALIFORNIA SENSORY INTEGRATION TESTS Space Visualization Adjusted Score (WPS)	1	0	2	0	0	0	0	0	2	0	1	0	0	1	1	1	0	1	2	0	0	1	1	0	0	1	1	0	0	0	0	0	0	0	0	1	P F P P
STENCIL DESIGN TEST I (PC)	1	1	2	0	0	0	0	1	2	0	1	1	0	1	1	1	1	1	2	0	1	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0	P G P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
WECHSLER INTELLIGENCE SCALE FOR CHILDREN - REVISED Block Design (PC)	1	1	2	0	0	1	0	0	2	0	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	0	0	1	0	0	2	2	0	1	3	1	P F P F
WECHSLER INTELLIGENCE SCALE FOR CHILDREN - REVISED Mazes (PC)	1	1	2	0	0	1	0	0	2	0	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	0	0	1	0	0	1	2	0	1	3	2	P F P F
WECHSLER INTELLIGENCE SCALE FOR CHILDREN - REVISED Object Assembly (PC)	1	1	2	0	0	1	0	0	2	0	1	1	[illegible]	1	1	1	1	1	1	0	0	1	1	1	1	0	0	1	0	0	2	2	0	1	3	2	P F P F
WECHSLER INTELLIGENCE SCALE FOR CHILDREN - REVISED Performance Score (PC)	1	2	1	0	0	2	0	0	1	0	1	1	1	0	1	0	1	1	1	0	0	0	1	1	1	0	0	1	0	0	2	3	0	1	3	2	P F P F
WECHSLER PRESCHOOL AND PRIMARY SCALE OF INTELLIGENCE Performance Tests Block Design (PC)	1	1	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	0	1	1	1	0	1	0	1	0	0	0	2	0	1	1	1	P F P P
WECHSLER PRESCHOOL AND PRIMARY SCALE OF INTELLIGENCE Performance Tests Mazes (PC)	1	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	0	0	1	1	1	0	1	0	1	0	0	0	2	0	1	1	1	P F P P
9. CREATIVITY AND JUDGMENT																																					
BURKS' BEHAVIOR RATING SCALES Poor Intellectuality (AP)	2	0	1	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	0	1	1	1	1	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
KAHN TEST OF SYMBOL ARRANGEMENT Preferences (PTS)	1	0	0	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
9A. Creativity																																					
DETROIT TEST OF LEARNING APTITUDE Free Association (BMC)	0	0	2	0	0	0	0	0	2	0	1	1	0	1	1	1	1	1	2	0	0	1	1	1	1	1	1	0	0	0	0	0	0	1	0	2	P F P P
GESELL DEVELOPMENTAL KIT Naming of Animals (WPS)	0	0	2	0	1	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
PRESCHOOL ATTAINMENT RECORD Creativity (AGS)	1	1	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	1	0	1	0	0	1	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
SCREENING TESTS TO BE USED BY THE CLASSROOM TEACHER Naming Test (ATP)	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
THINKING CREATIVELY WITH PICTURES Figural Elaboration (PP)	1	0	2	1	0	1	0	0	2	0	1	1	1	0	1	1	1	1	1	1	1	0	0	1	0	0	1	0	1	1	0	0	0	1	0	1	P F P P
THINKING CREATIVELY WITH PICTURES Figural Flexibility (PP)	1	1	2	1	0	1	0	0	2	0	1	1	1	0	1	1	1	1	1	1	1	0	0	1	0	0	1	0	1	1	0	0	0	1	0	1	P F P P
THINKING CREATIVELY WITH PICTURES Figural Fluency (PP)	1	1	2	1	0	1	0	0	2	0	1	1	1	0	1	1	1	1	1	1	1	0	0	1	0	0	1	0	1	1	0	0	0	1	0	1	P F P P
THINKING CREATIVELY WITH PICTURES Figural Originality (PP)	1	1	2	1	0	1	0	0	2	0	1	1	1	0	1	1	1	1	1	1	1	0	0	1	0	0	1	0	1	1	0	0	0	1	0	1	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-F-P
THINKING CREATIVELY WITH PICTURES Synthesis (PP)	1	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
THINKING CREATIVELY WITH PICTURES Title Originality (PP)	1	0	2	0	0	0	0	0	0	0	1	1	1	0	1	1	1	1	1	1	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
THINKING CREATIVELY WITH PICTURES Total (PP)	1	2	2	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	1	1	1	0	0	1	0	0	0	0	0	1	0	0	0	0	0	0	P F P P
THINKING CREATIVELY WITH PICTURES Unusual Visual Perspective (PP)	1	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
THINKING CREATIVELY WITH WORDS Total (PP)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	0	0	1	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
THINKING CREATIVELY WITH WORDS Verbal Elaboration (PP)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	0	1	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
THINKING CREATIVELY WITH WORDS Verbal Flexibility (PP)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	0	0	1	0	0	1	0	1	1	0	0	0	0	0	1	P F P P
THINKING CREATIVELY WITH WORDS Verbal Fluency (PP)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	0	0	1	0	0	1	0	1	1	0	0	0	0	0	1	P F P P
THINKING CREATIVELY WITH WORDS Verbal Originality (PP)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	0	0	1	0	0	1	0	1	1	0	0	0	0	0	1	P F P P
THREE-DIMENSIONAL TEST FOR VISUALIZATION SKILL Level III - Image Transformation (ATP)	0	0	1	0	0	0	0	0	1	0	1	0	0	0	0	1	0	1	1	2	1	1	0	0	0	0	0	0	1	2	0	0	0	0	0	0	P P P P
THREE-DIMENSIONAL TEST FOR VISUALIZATION SKILL Total (ATP)	0	0	1	0	0	0	0	0	1	0	1	0	0	0	0	1	0	1	1	2	1	1	0	0	0	0	0	0	1	2	0	0	0	0	0	0	P P P P
VERBAL FLUENCY TEST - GRADES 1-5 Rhyming (IDS)	0	0	2	0	0	0	0	0	2	0	1	1	1	1	0	0	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
VERBAL FLUENCY TEST - GRADES 1-5 Sentence Fluency (IDS)	0	0	2	0	0	0	0	0	2	0	1	1	1	1	0	0	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
VERBAL FLUENCY TEST - GRADES 1-5 Word Knowledge (IDS)	0	0	2	0	0	0	0	0	2	0	1	1	1	1	0	0	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
WORD ASSOCIATION TEST (IDS)	0	0	2	0	0	0	0	1	2	0	1	1	1	1	0	0	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
9B. Evaluative Judgment																																					
DETROIT TEST OF LEARNING APTITUDE Pictorial Absurdities (BMC)	0	0	2	0	0	0	0	0	1	0	1	1	1	0	0	0	1	1	2	0	0	1	0	1	1	0	1	0	0	0	0	0	0	0	0	2	P F P P
HARTMAN VALUE PROFILE - AXIOGRAM (RC)	2	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpretor		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-3	0-3	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
HISKEY-NEBRASKA TEST OF LEARNING APTITUDE Completion of Drawings (MSH)	2	0	2	0	0	0	0	0	1	0	1	1	1	0	1	0	1	1	2	0	0	1	1	1	0	1	1	0	0	0	0	0	0	1	0	1	P F P P
10. MEMORY																																					
BABCOCK TEST OF MENTAL EFFICIENCY Easy Tests (WPS)	0	1	2	0	0	0	0	0	0	0	1	1	1	0	0	1	1	1	2	0	0	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	P F P P
BABCOCK TEST OF MENTAL EFFICIENCY Initial Learning (WPS)	0	1	2	0	0	0	0	0	0	0	1	1	1	0	0	1	1	1	2	0	0	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	P F P P
BABCOCK TEST OF MENTAL EFFICIENCY Recall and Recognition (WPS)	0	1	2	0	0	0	0	0	0	0	1	1	0	0	0	1	1	1	2	0	0	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	P P P P
BABCOCK TEST OF MENTAL EFFICIENCY Repetition (WPS)	0	1	2	0	0	0	0	0	0	0	1	0	0	0	0	1	1	1	2	0	0	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	P P P P
BABCOCK TEST OF MENTAL EFFICIENCY Total Mental Efficiency Score (WPS)	0	2	1	0	0	0	0	0	0	0	1	0	0	0	0	1	1	1	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	P P P P
BARCLAY EARLY CHILDHOOD ASSESSMENT GUIDE Visual and Auditory Imitation (ESD)	0	1	1	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
CALIFORNIA TEST OF MENTAL MATURITY - LEVEL 0 Memory (CTB)	2	1	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	1	1	1	2	1	1	1	1	1	1	1	0	0	0	1	1	2	P G G P
CALIFORNIA TEST OF MENTAL MATURITY - LEVEL 1 Memory (CTB)	2	1	2	0	0	0	0	0	2	0	1	1	1	1	0	0	1	1	1	1	1	1	2	1	1	1	0	1	1	1	0	0	0	1	3	2	P F F P
DEVELOPMENTAL PROFILE Communication Age (PDP)	1	0	1	0	0	0	0	0	2	1	1	1	0	0	1	1	0	1	2	0	1	0	1	1	0	0	1	0	1	0	0	0	0	0	0	0	P F P P
MEETING STREET SCHOOL SCREENING TEST (FOR LEARNING DISABILITIES) Language Subtest (CCARI)	1	1	1	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	1	0	1	0	1	0	0	0	0	0	0	0	0	2	2	P F P P
SYMPTOMATOLOGY AND IDENTIFICATION OF A CHILD WITH LEARNING DISABILITIES Memory and Thinking (PI)	0	0	1	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
10A. Rote Memory																																					
ARTHUR POINT SCALE OF PERFORMANCE TEST, REVISED FORM II Knox Cube Test (Arthur Revision) (PC)	0	1	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	0	1	1	0	0	0	1	0	0	0	0	0	0	0	0	2	P F P P
AUDITORY MEMORY SPAN TEST (LRA)	3	1	2	1	1	0	1	0	2	0	1	1	1	1	1	1	1	1	2	0	1	1	2	1	0	1	1	0	1	3	0	0	0	0	0	0	F G F P
AUDITORY POINTING TEST Last Item (ATP)	2	0	2	0	1	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	1	1	1	1	1	1	1	0	1	1	0	0	0	0	3	2	P F F P
AUDITORY POINTING TEST Sequence (ATP)	2	1	2	0	1	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	1	1	1	1	1	1	1	0	1	2	0	0	0	0	3	2	P F F P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-3	0-3	0-1	0-3	0-2	G-F-P
AUDITORY POINTING TEST Span (ATP)	2	0	2	0	1	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	1	1	1	1	1	1	1	0	1	2	0	0	0	0	3	2	P F F P
AUDITORY POINTING TEST Total (ATP)	3	1	2	0	1	1	0	0	2	0	1	1	1	0	1	0	1	1	2	0	1	1	1	1	1	1	1	0	1	2	0	0	0	0	3	2	F F F P
AUDITORY SEQUENTIAL MEMORY TEST (LRA)	2	1	2	0	1	1	0	0	2	0	1	1	1	1	1	1	1	1	2	0	1	1	2	1	0	1	1	0	1	2	0	0	0	0	0	0	P G F P
BABCOCK TEST OF MENTAL EFFICIENCY Easy Continuous Work (WPS)	0	1	1	0	0	0	0	0	0	0	1	0	1	0	0	1	1	1	2	0	0	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	P P P P
BABCOCK TEST OF MENTAL EFFICIENCY Recognition (WPS)	0	1	2	0	0	0	0	0	0	0	1	0	0	0	1	1	1	1	2	0	0	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	P P P P
BASIC CONCEPT INVENTORY Part Three (FPC)	1	1	1	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	1	1	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
DETROIT TEST OF LEARNING APTITUDE Auditory Attention Span for Unrelated Words (BMC)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	0	1	1	1	1	0	1	0	0	0	0	0	0	0	0	2	P F P P
DETROIT TEST OF LEARNING APTITUDE Memory for Designs (BMC)	0	1	1	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	0	1	0	1	1	0	1	0	0	0	0	0	0	0	0	2	P F P P
DETROIT TEST OF LEARNING APTITUDE Visual Attention Span for Objects (BMC)	0	1	2	0	0	0	0	0	1	0	1	1	1	0	0	0	1	1	2	0	0	1	0	1	1	0	1	0	0	0	0	0	0	0	0	2	P F P P
DIAGNOSTIC READING TEST Visual Skills A Test of Visual Perception and Visual Memory (MPC)	0	1	2	0	0	0	0	0	2	0	1	0	0	0	0	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DURRELL ANALYSIS OF READING DIFFICULTY Learning Rate (HBJ)	0	1	1	0	0	0	0	0	1	0	1	1	0	0	1	1	1	1	2	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DURRELL ANALYSIS OF READING DIFFICULTY Letters Errors in Matching Letters (HBJ)	0	0	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DURRELL ANALYSIS OF READING DIFFICULTY Visual Memory of Words - Primary (HBJ)	0	1	2	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	2	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
ELIZUR TEST OF PSYCHO-ORGANICITY: CHILDREN AND ADULTS Digits, Children's Form (WPS)	1	1	2	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	2	0	0	1	1	1	0	0	0	0	0	2	0	0	0	1	0	0	P F P P
ELIZUR TEST OF PSYCHO-ORGANICITY: CHILDREN AND ADULTS Drawings, Children's Form (WPS)	1	1	2	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	2	0	0	1	0	1	0	0	0	0	0	2	0	0	0	1	0	0	P F P P
GESELL DEVELOPMENTAL KIT Monroe Visual Tests Visual Three (WPS)	0	1	1	0	1	0	0	0	1	1	1	0	0	0	1	1	1	1	1	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
GILLILAND LEARNING POTENTIAL EXAMINATION Visual Memory (MRP)	0	1	2	0	0	0	0	0	2	0	1	1	0	0	0	0	1	1	1	2	1	1	0	0	1	1	0	0	1	0	0	0	0	0	0	0	P P P P
HISKEY-NEBRASKA TEST OF LEARNING APTITUDE Bead Patterns (MSH)	2	1	1	0	0	0	0	0	1	0	1	1	1	1	1	1	1	1	1	0	0	1	1	1	0	1	1	0	0	0	0	0	0	1	0	2	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustrations & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-2	0-1	0-3	0-2	[illegible]
HISKEY-NEBRASKA TEST OF LEARNING APTITUDE Memory for Color (MSH)	2	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	0	1	2	1	0	1	1	0	0	0	0	0	0	1	0	2	P F P P
HISKEY-NEBRASKA TEST OF LEARNING APTITUDE Paper Folding (MSH)	2	1	2	0	0	0	0	0	1	0	1	1	1	0	1	0	1	1	1	0	0	1	1	1	0	1	1	0	0	0	0	0	0	0	0	1	P F P P
HISKEY-NEBRASKA TEST OF LEARNING APTITUDE Total (MSH)	2	2	1	0	0	1	0	0	1	0	1	1	0	0	1	0	1	0	1	0	0	0	1	1	1	0	1	0	0	0	0	0	0	0	0	2	P P P P
HISKEY-NEBRASKA TEST OF LEARNING APTITUDE Visual Attention Span (MSH)	2	1	2	0	0	0	0	0	1	0	1	1	0	0	1	1	1	1	2	0	0	1	2	1	0	1	1	0	0	0	0	0	0	0	0	2	P F P P
ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES, REVISED Auditory Sequential Memory (WPS)	1	1	2	1	1	0	0	0	1	0	1	1	1	1	1	1	1	1	2	0	0	1	2	1	0	1	1	0	0	1	2	2	0	1	3	2	P F P F
ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES, REVISED Visual Sequential Memory (WPS)	1	1	2	1	1	0	0	0	1	0	1	1	1	1	1	1	1	1	2	0	0	1	1	1	0	1	1	0	0	1	1	1	0	0	3	2	P F P P
INVENTORY OF READINESS SKILLS Auditory Perception Skills Auditory Memory Sequential (EPI)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
INVENTORY OF READINESS SKILLS Total Auditory and Visual Motor Skills (EPI)	0	1	0	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
INVENTORY OF READINESS SKILLS Visual and Motor Skills Visual-Memory Letter Perception (EPI)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
KAHN TEST OF SYMBOL ARRANGEMENT Direction (PTS)	1	0	0	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
KAHN TEST OF SYMBOL ARRANGEMENT Recall Actual Number Credited (PTS)	1	0	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
LEARNING METHODS TEST Combination Method Delayed Recall (MSI)	2	0	2	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	1	0	2	0	0	0	0	0	1	2	0	0	0	0	0	0	P F P P
LEARNING METHODS TEST Combination Method Immediate Recall (MSI)	2	0	2	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	1	0	2	0	0	0	0	0	1	2	0	0	0	0	0	0	P F P P
LEARNING METHODS TEST Kinesthetic Method Delayed Recall (MSI)	2	0	2	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	1	0	2	0	0	0	0	0	1	2	0	0	0	0	0	0	P F P P
LEARNING METHODS TEST Kinesthetic Method Immediate Recall (MSI)	2	0	2	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	1	0	2	0	0	0	0	0	1	2	0	0	0	0	0	0	P F P P
LEARNING METHODS TEST Phonic Method Delayed Recall (MSI)	2	0	2	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	1	0	2	0	0	0	0	0	1	2	0	0	0	0	0	0	P F P P
LEARNING METHODS TEST Phonic Method Immediate Recall (MSI)	2	0	2	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	1	0	2	0	0	0	0	0	1	2	0	0	0	0	0	0	P F P P
LEARNING METHODS TEST Visual Method Delayed Recall (MSI)	2	0	2	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	1	0	2	0	0	0	0	0	1	2	0	0	0	0	0	0	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-3	0-3	0-1	0-3	0-2	G F P
LEARNING METHODS TEST Visual Method Immediate Recall (MSI)	2	0	2	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	1	0	2	0	0	0	0	0	1	2	0	0	0	0	0	0	P F P P
McCARTHY SCALES OF CHILDREN'S ABILITIES Memory (PC)	1	2	1	0	0	1	2	0	2	0	1	1	1	0	1	1	1	1	2	0	1	0	0	1	0	1	1	1	0	1	2	0	0	0	3	2	P F P P
McCARTHY SCALES OF CHILDREN'S ABILITIES Quantitative (PC)	1	1	1	0	0	1	2	0	2	0	1	1	1	0	1	1	1	1	2	0	1	0	1	1	0	1	1	1	0	1	0	2	0	0	3	2	P F P P
MERTENS VISUAL PERCEPTION TEST Visual Memory (WPS)	2	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	2	1	1	2	1	0	1	0	0	1	2	0	0	0	0	0	1	P F F P
MURPHY-DURRELL READING READINESS ANALYSIS Learning Rate (PI)	1	0	2	0	0	0	1	1	2	2	1	1	1	0	1	1	1	1	2	1	1	0	2	1	1	1	0	0	1	2	0	2	0	0	1	2	P G F P
PHONEME TEST (IDS)	0	0	2	0	0	0	0	1	2	0	0	1	1	1	0	0	0	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
PICTORIAL TEST OF INTELLIGENCE Immediate Recall (HMC)	2	1	2	0	1	0	0	0	1	0	1	1	1	0	1	1	1	1	2	0	0	1	2	1	1	0	1	1	0	0	0	0	0	1	0	1	P F P P
PRE-READING SCREENING PROCEDURES Individual Auditory Testing (EPS)	0	0	1	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	1	0	0	0	0	0	0	P G P P
PRE-READING SCREENING PROCEDURES Visual Visual Perception Memory (EPS)	0	1	2	0	0	0	0	1	2	0	1	1	1	0	1	1	1	0	1	1	1	1	1	0	0	1	0	0	1	1	0	0	0	0	0	1	P F P P
PRE-READING SCREENING PROCEDURES Visual-Motor Visual Perception Memory (EPS)	0	1	2	0	0	0	0	1	2	0	1	1	1	0	0	1	1	0	1	1	1	1	0	0	0	1	0	0	1	1	0	0	0	0	0	1	P F P P
PREREADING EXPECTANCY SCREENING SCALES Auditory Sequencing (PEI)	2	1	2	0	1	1	0	0	2	0	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	0	0	0	1	1	0	2	0	0	0	1	P F F P
SCREENING TEST FOR AUDITORY PERCEPTION Part IV (ATP)	0	0	2	0	0	0	0	1	2	0	1	1	1	1	1	1	0	1	1	2	1	1	2	1	1	1	0	0	1	0	0	0	0	0	0	2	P F F P
SLINGERLAND SCREENING TESTS FOR IDENTIFYING CHILDREN WITH SPECIFIC LANGUAGE DISABILITY - FORM A Auditory Recall - Letters (EPS)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	2	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
SLINGERLAND SCREENING TESTS FOR IDENTIFYING CHILDREN WITH SPECIFIC LANGUAGE DISABILITY - FORM A Auditory Recall - Numbers (EPS)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	2	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
SLINGERLAND SCREENING TESTS FOR IDENTIFYING CHILDREN WITH SPECIFIC LANGUAGE DISABILITY - FORM A Auditory Recall - Spelling (EPS)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	2	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
SLINGERLAND SCREENING TESTS FOR IDENTIFYING CHILDREN WITH SPECIFIC LANGUAGE DISABILITY - FORM A Visual Perception Memory (EPS)	0	1	2	0	0	0	0	0	2	0	1	1	0	0	0	1	1	1	1	[illegible]	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
SLINGERLAND SCREENING TESTS FOR IDENTIFYING CHILDREN WITH SPECIFIC LANGUAGE DISABILITY - FORM A Visual Perception Memory - Kinesthetic (EPS)	0	1	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	2	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
SLINGERLAND SCREENING TESTS FOR IDENTIFYING CHILDREN WITH SPECIFIC LANGUAGE DISABILITY - FORM A Visual- Auditory Total (EPS)	0	1	1	0	0	0	0	0	2	0	1	1	0	0	0	1	1	1	1	2	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
SPATIAL ORIENTATION MEMORY TEST (LRA)	2	0	2	0	1	1	0	0	2	0	1	1	1	1	1	1	1	1	2	0	1	1	1	1	0	1	1	0	1	1	0	1	0	0	1	0	P G F P
THREE-DIMENSIONAL TEST FOR VISUALIZATION SKILL Level II Total (ATP)	0	1	1	0	0	0	0	0	2	0	1	0	0	0	0	1	0	1	1	2	1	1	0	0	0	0	0	0	1	2	0	0	0	0	0	0	P P P P
THREE-DIMENSIONAL TEST FOR VISUALIZATION SKILL Level II Visual Memory (ATP)	0	1	2	0	0	0	0	0	2	0	1	0	0	0	0	1	0	1	1	2	1	1	0	0	0	0	0	0	1	2	0	0	0	0	0	0	P P P P
WECHSLER INTELLIGENCE SCALE FOR CHILDREN - REVISED Digit Span (PC)	1	2	2	0	0	1	0	0	2	0	1	1	1	0	1	1	1	1	2	0	0	1	2	1	1	0	0	1	0	0	2	0	0	0	3	2	P F P P
WORD REPETITION (IDS)	0	1	2	0	0	0	0	1	2	0	1	1	1	1	0	0	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
10b. Meaningful Memory																																					
BASIC EDUCATIONAL SKILLS INVENTORY, READING - LEVEL A Memory for Sentences (SEI)	0	1	2	0	0	0	0	0	2	0	1	1	1	1	0	1	1	1	1	0	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
CALIFORNIA ACHIEVEMENT TESTS - LEVEL 1 Language Auding (CTB)	3	1	2	0	0	0	0	1	1	1	1	1	0	0	1	1	0	1	2	2	1	1	2	0	1	1	0	1	1	2	0	2	1	1	2	2	P F G F
CALIFORNIA SHORT-FORM TEST OF MENTAL MATURITY - LEVEL 0 Memory (CTB)	2	1	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	1	1	1	2	1	1	1	1	1	1	0	0	0	0	1	0	2	P G F P
CALIFORNIA SHORT-FORM TEST OF MENTAL MATURITY - LEVEL 1 Memory (CTB)	2	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	1	1	1	2	1	1	1	0	1	1	0	0	0	0	1	0	2	P G F P
DETROIT TEST OF LEARNING APTITUDE Auditory Attention Span for Related Syllables (BMC)	0	1	2	0	0	0	0	0	2	0	0	1	1	0	1	1	1	1	2	0	0	1	0	1	1	1	1	0	0	0	0	0	0	0	0	2	P F P P
DURRELL ANALYSIS OF READING DIFFICULTY Listening Comprehension (HBJ)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DURRELL ANALYSIS OF READING DIFFICULTY Silent Reading Memories (HBJ)	0	1	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DURRELL ANALYSIS OF READING DIFFICULTY Silent Reading Recall - Check List of Difficulties (HBJ)	0	0	1	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
LANGUAGE-STRUCTURED AUDITORY RETENTION SPAN TEST (LARS) (ATP)	1	1	1	0	0	0	0	0	1	0	1	0	0	1	1	1	1	1	2	0	1	1	0	1	1	0	0	0	1	1	0	0	0	0	0	1	P F P P
SHORT FORM TEST OF ACADEMIC APTITUDE - LEVEL 1 Memory (CTB)	2	2	2	0	0	1	0	1	1	2	1	1	1	1	0	1	1	1	2	2	1	0	2	1	0	0	0	1	1	1	0	2	0	1	0	0	P G F P
WECHSLER PRESCHOOL AND PRIMARY SCALE OF INTELLIGENCE Verbal Tests Sentences (PC)	1	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	0	1	0	1	0	1	0	1	0	0	0	2	0	1	2	1	P F P P
FOREIGN LANGUAGE																																					

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-2	0-2	G F P
II. FOREIGN LANGUAGE SKILLS																																					
IIA. Reading Comprehension in a Foreign Language																																					
IIB. Knowledge of Elements of a Foreign Language																																					
IIC. Conversation in a Foreign Language																																					
AUSTIN SPANISH ARTICULATION TEST Articulation in Spontaneous Speech (LCI)	1	0	2	0	0	0	0	0	1	0	1	1	1	0	1	0	1	1	2	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
AUSTIN SPANISH ARTICULATION TEST Misarticulated Phonemes Produced Correctly for Stimulation (LCI)	1	0	2	0	0	0	0	0	1	0	1	1	1	0	1	0	1	1	2	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
AUSTIN SPANISH ARTICULATION TEST Phonemes Misarticulated in All Positions (LCI)	1	0	2	0	0	0	0	0	1	0	1	1	1	0	1	0	1	1	2	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
AUSTIN SPANISH ARTICULATION TEST Phonemes Misarticulated Not in All Positions (LCI)	1	0	2	0	0	0	0	0	1	0	1	1	1	0	1	0	1	1	2	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
DOS AMIGOS VERBAL LANGUAGE SCALES Spanish (ATP)	2	1	1	0	0	0	0	0	0	0	1	1	0	0	1	1	1	1	2	0	0	1	0	1	1	0	1	0	1	2	0	0	0	0	1	2	P F P P
JAMES LANGUAGE DOMINANCE TEST Language Classification (LCI)	2	0	2	0	0	0	0	0	1	0	1	0	0	1	1	0	1	1	2	0	0	1	1	1	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
JAMES LANGUAGE DOMINANCE TEST Spanish Comprehension (LCI)	2	0	2	0	0	0	0	0	1	0	1	0	0	1	1	0	1	1	2	0	0	1	1	1	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
JAMES LANGUAGE DOMINANCE TEST Spanish House Items (LCI)	2	0	2	0	0	0	0	0	1	0	1	0	0	1	1	0	1	1	2	0	0	1	1	1	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
JAMES LANGUAGE DOMINANCE TEST Spanish Production (LCI)	2	0	2	0	0	0	0	0	1	0	1	0	0	1	1	0	1	1	2	0	0	1	1	1	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
JAMES LANGUAGE DOMINANCE TEST Spanish Total Score (LCI)	2	0	2	0	0	0	0	0	1	0	1	0	0	1	1	0	1	1	2	0	0	1	1	1	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
SPANISH PHONEMIC UNIT PRODUCTION TEST (REVISED) (RVS)	0	1	2	0	0	0	0	0	2	0	1	0	0	1	0	0	1	1	2	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
IID. Writing in a Foreign Language																																					
IE. VALUING A FOREIGN LANGUAGE AND CULTURE																																					

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustrations & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G–P
12A. Cultural Insight and Values																																					
CROSS CULTURAL ATTITUDE INVENTORY Anglo Items (URG)	2	0	2	0	0	0	0	0	2	0	1	1	1	1	0	0	1	1	2	1	1	0	1	1	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
CROSS CULTURAL ATTITUDE INVENTORY Mexican-American Items (URG)	2	0	2	0	0	0	0	0	2	0	1	1	1	1	0	0	1	1	2	1	1	0	1	1	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
12B. Enjoyment and Application of a Foreign Language																																					
LANGUAGE ARTS																																					
13. WRITING SKILLS																																					
IOWA TESTS OF BASIC SKILLS, PRIMARY, FORMS 5 AND 6 - LEVEL 7 Standard Composite (HMC)	3	0	1	0	0	0	0	1	1	2	1	1	1	0	0	0	1	1	2	2	1	0	2	1	1	0	0	0	1	1	0	0	0	0	0	2	P F F P
PRESCRIPTIVE TEACHING SERIES Reading and Language Skills (PEI)	1	1	1	0	0	0	0	0	0	0	0	1	0	0	1	1	0	1	1	0	1	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	P P P P
13A. Spelling																																					
BOTEL READING INVENTORY Spelling Placement Test (FPC)	2	2	2	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	2	2	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
CALIFORNIA ACHIEVEMENT TESTS - LEVEL 1 Language Spelling (CTB)	3	1	2	0	0	0	0	1	2	1	1	0	1	1	1	1	1	1	2	2	1	1	2	0	1	1	0	1	1	2	0	2	1	1	1	2	P G G P
CANADIAN TESTS OF BASIC SKILLS - LEVEL 7 Spelling (TNS)	3	2	2	0	0	0	0	1	1	2	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	0	1	1	0	0	0	0	3	2	P G F P
COMPREHENSIVE TESTS OF BASIC SKILLS, EXPANDED EDITION - LEVEL C Language Spelling (CTB)	3	2	2	0	0	1	0	1	2	2	1	1	1	1	1	1	1	1	2	2	1	0	2	1	1	1	0	1	1	0	0	2	0	1	2	2	F G F P
COMPREHENSIVE TESTS OF BASIC SKILLS, EXPANDED EDITION - LEVEL C Language Total Language (CTB)	3	2	1	0	0	1	0	1	1	1	1	1	1	1	0	1	1	1	1	2	1	0	2	1	1	1	0	1	1	0	1	3	1	1	3	2	P F F F
DIAGNOSTIC READING TEST Oral Spelling Ability (MPC)	0	1	2	0	0	0	0	0	2	0	1	0	0	0	0	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DOREN DIAGNOSTIC READING TEST OF WORD RECOGNITION Spelling (AGS)	2	1	2	0	0	0	0	1	0	0	1	1	1	1	1	1	1	1	2	2	1	1	1	1	0	0	0	0	1	2	0	0	0	0	0	0	P F F P
GATES-McKILLOP READING DIAGNOSTIC TESTS Supplementary Tests Spelling (TCP)	0	1	2	0	0	0	0	0	0	0	1	1	1	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
GRAY-VOTAW-ROGERS GENERAL ACHIEVEMENT TEST - PRIMARY Spelling (SV)	0	2	2	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	1	2	1	1	0	0	0	1	0	0	0	0	0	3	1	P G F P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-3	0-3	0-1	0-3	0-2	[illegible]
IOWA TESTS OF BASIC SKILLS, PRIMARY, FORMS 5 AND 6 - LEVEL 7 Language Skills Spelling (HMC)	3	2	2	0	0	0	0	1	1	2	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	0	0	0	1	1	0	0	0	0	3	2	P G F P
NEALE ANALYSIS OF READING ABILITY Supplementary Diagnostic Test 2 Auditory Discrimination Through Simple Spelling (NFER)	0	2	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
PEABODY INDIVIDUAL ACHIEVEMENT TEST Spelling (AGS)	3	1	2	0	0	1	0	1	2	0	1	1	1	1	1	1	1	1	2	0	1	1	2	1	1	1	1	1	1	1	1	0	0	0	2	2	P G F P
SCREENING TESTS TO BE USED BY THE CLASSROOM TEACHER Murroughs Phonovisual Test (ATP)	0	1	1	0	0	0	0	0	0	0	1	0	1	0	0	0	1	1	2	0	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
STANDARD READING TESTS Graded Spelling Test (ACER)	0	2	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
STANFORD ACHIEVEMENT TEST - PRIMARY LEVEL I Spelling (HBJ)	3	2	2	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	2	2	1	0	1	1	1	1	0	1	1	2	0	0	0	1	0	2	P F F P
WIDE RANGE ACHIEVEMENT TEST - LEVEL I Spelling (GAD)	0	2	1	0	1	2	0	1	2	0	1	1	1	0	0	1	1	0	2	1	1	1	0	1	1	1	1	0	1	1	0	3	0	1	3	2	P F F F
WORD DISCRIMINATION TEST (MUAA)	0	1	1	0	0	0	0	0	0	0	0	1	1	1	0	1	1	1	2	2	1	1	1	0	1	1	0	0	1	0	0	0	0	0	0	1	P F F P
13B. Punctuation and Capitalization																																					
CALIFORNIA ACHIEVEMENT TESTS - LEVEL 1 Language Mechanics (CTB)	3	2	2	0	0	0	0	1	1	1	1	0	1	1	1	1	1	1	2	2	1	1	2	0	1	1	0	1	1	2	0	3	2	1	2	2	P G G F
CALIFORNIA ACHIEVEMENT TESTS - LEVEL 1 Language Total (CTB)	3	2	1	0	0	0	0	1	1	1	1	0	1	0	1	1	0	1	1	2	1	0	2	0	1	1	0	1	1	2	0	3	2	1	3	2	P F F F
COMPREHENSIVE TESTS OF BASIC SKILLS, EXPANDED EDITION - LEVEL C Language Mechanics (CTB)	3	2	2	0	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	2	1	0	2	1	1	1	0	1	1	0	0	1	0	1	2	2	F G F P
IOWA TESTS OF BASIC SKILLS, PRIMARY, FORMS 5 AND 6 - LEVEL 7 Language Skills Capitalization (HMC)	3	1	2	0	0	0	0	1	1	1	1	1	1	1	0	1	1	1	2	2	1	1	2	1	1	0	0	0	1	1	0	0	0	0	3	2	P G F P
IOWA TESTS OF BASIC SKILLS, PRIMARY, FORMS 5 AND 6 - LEVEL 7 Language Skills Punctuation (HMC)	3	1	2	0	0	0	0	1	0	2	1	1	1	1	0	1	1	1	2	2	1	1	2	1	1	0	0	0	1	1	0	0	0	0	3	2	P [illegible]
IOWA TESTS OF BASIC SKILLS, PRIMARY, FORMS 5 AND 6 - LEVEL 7 Language Skills Total (HMC)	3	2	1	0	0	0	0	1	0	2	1	1	1	1	0	1	1	1	2	2	1	0	2	1	1	0	0	0	1	1	0	0	0	0	0	2	P G F P
SRA ASSESSMENT SURVEY, ACHIEVEMENT SERIES - PRIMARY I Language Arts (SRA)	2	2	0	0	0	1	0	0	1	1	1	1	1	1	0	1	1	1	2	2	1	0	2	1	1	1	0	1	1	1	0	2	0	0	3	2	P F F P
13C. Grammatical Skills in Writing																																					
CALIFORNIA ACHIEVEMENT TESTS - LEVEL 1 Language Usage and Structure (CTB)	3	1	2	0	0	0	0	1	2	1	1	1	1	1	1	1	1	1	2	2	1	1	2	0	1	1	0	1	1	2	0	2	2	0	2	2	P G G F

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-F-P
COMPREHENSIVE TESTS OF BASIC SKILLS, EXPANDED EDITION - LEVEL A Prereading Language (CTB)	3	1	2	0	0	1	0	1	2	1	1	1	1	1	1	1	1	1	2	2	1	0	2	1	1	1	0	1	1	0	1	2	1	0	0	2	P G F P
COMPREHENSIVE TESTS OF BASIC SKILLS, EXPANDED EDITION - LEVEL B Language Language II (CTB)	3	1	2	0	0	1	0	1	2	1	1	1	1	1	0	1	1	1	2	2	1	1	2	1	1	1	0	1	1	0	0	2	0	0	1	2	P G F P
COMPREHENSIVE TESTS OF BASIC SKILLS, EXPANDED EDITION - LEVEL B Language Total Language (CTB)	3	1	1	0	0	1	0	1	2	1	1	1	1	1	0	1	1	1	2	2	1	0	2	1	1	1	0	1	1	0	1	2	1	0	1	2	P G F P
COMPREHENSIVE TESTS OF BASIC SKILLS, EXPANDED EDITION - LEVEL C Language Expression (CTB)	3	1	2	0	0	1	0	1	1	1	1	1	1	1	0	1	1	1	2	2	1	1	2	1	1	1	0	1	1	0	0	2	0	1	2	2	P G F P
DELAWARE COUNTY SILENT READING TEST #112 Structural Analysis (NAS)	0	1	2	0	0	0	0	1	2	0	1	0	0	0	1	1	1	1	2	2	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DOREN DIAGNOSTIC READING TEST OF WORD RECOGNITION Ending Sounds (AGS)	2	1	1	0	0	0	0	0	0	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	0	0	0	0	1	2	0	0	0	0	0	0	P F F P
INFORMAL READING ASSESSMENT TESTS, TEST 2 Word Attack Word Structure (TNS)	0	0	2	0	0	0	0	0	1	0	1	1	0	1	1	1	1	1	2	2	1	1	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F F P
IOWA TESTS OF BASIC SKILLS, PRIMARY. FORMS 5 AND 6 - LEVEL 7 Language Skills Usage (HMC)	3	1	2	0	0	0	0	1	0	1	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	0	0	0	1	1	0	0	0	0	3	2	P G F P
PICTURE STORY LANGUAGE TEST Syntax Quotient (GS)	1	1	2	0	1	0	0	0	0	0	0	1	0	0	1	1	1	1	2	1	1	1	0	1	1	1	0	0	0	1	0	0	0	0	0	0	P P P P
14D. Penmanship																																					
ANTON BRENNER DEVELOPMENTAL GESTALT TEST OF SCHOOL READINESS B.G.T. Total (WPS)	1	1	1	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	0	0	1	1	1	0	0	1	1	0	0	0	0	0	0	P F P P
ANTON BRENNER DEVELOPMENTAL GESTALT TEST OF SCHOOL READINESS Sentence Gestalt (+, -, and 0) (WPS)	0	2	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	1	0	1	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
BASIC EDUCATIONAL SKILLS INVENTORY, READING - LEVEL A Manuscript Printing of Small Letters of the Alphabet (SEI)	0	0	2	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	2	1	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
BASIC EDUCATIONAL SKILLS INVENTORY, READING - LEVEL A Printing Capital Letters of the Alphabet from Memory (SEI)	0	0	2	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	2	1	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
BASIC EDUCATIONAL SKILLS INVENTORY, READING - LEVEL A Writing and Naming Capital Cursive Letters of the Alphabet (SEI)	0	0	2	0	0	0	0	0	0	0	1	0	1	0	0	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
DURRELL ANALYSIS OF READING DIFFICULTY Check List of Difficulties in Handwriting (HBJ)	0	1	1	0	0	0	0	0	2	0	1	1	0	0	0	1	1	1	2	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DURRELL ANALYSIS OF READING DIFFICULTY Letters Errors in Writing Letters (HBJ)	0	1	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
EXPRESSIONAL GROWTH THROUGH HANDWRITING Evaluation Scale - First Grade Manuscript Writing (ZB)	0	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	2	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P G P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Explanational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts/Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-3	0-3	0-1	0-3	0-2	[illegible]
GATES-MacGINITIE READING TESTS - READINESS SKILLS Visual-Motor Coordination (TCP)	1	1	2	0	0	1	0	1	2	0	1	1	1	1	1	1	1	1	2	1	1	0	0	1	1	1	0	1	1	0	0	1	0	0	1	2	P G P P
GESELL DEVELOPMENTAL KIT Pencil and Paper Tests (WPS)	0	1	1	0	1	0	0	0	1	1	1	1	0	0	0	1	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
SCREENING TESTS TO BE USED BY THE CLASSROOM TEACHER Alphabet Writing - From Dictation (ATP)	0	1	0	0	0	0	0	0	2	0	0	0	0	0	0	0	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
SCREENING TESTS TO BE USED BY THE CLASSROOM TEACHER Alphabet Writing - Spontaneous (ATP)	0	1	0	0	0	0	0	0	2	0	1	0	0	0	0	0	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
SCREENING TESTS TO BE USED BY THE CLASSROOM TEACHER Sentence Writing - From Dictation (ATP)	0	1	0	0	0	0	0	0	2	0	0	0	0	0	0	0	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
SCREENING TESTS TO BE USED BY THE CLASSROOM TEACHER Wold Sentence Copying Test → (ATP)	0	0	1	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
STANDARD READING TESTS Copying a Sentence (ACER)	0	0	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
13E. Purpose and Organization in Writing																																					
PICTURE STORY LANGUAGE TEST Abstract-Concrete (GS)	1	1	1	0	1	0	0	0	0	0	0	1	0	0	1	1	1	1	2	1	1	1	0	1	1	1	0	0	0	1	0	0	0	0	0	0	P P P P
PICTURE STORY LANGUAGE TEST Productivity Total Sentences (GS)	1	0	2	0	1	0	0	0	0	0	0	1	0	0	1	1	1	1	2	1	1	1	0	1	1	1	0	0	0	1	0	0	0	0	0	0	P P P P
PICTURE STORY LANGUAGE TEST Productivity Total Words (GS)	1	0	1	0	1	0	0	0	0	0	0	1	0	0	1	1	1	1	2	1	1	1	1	1	1	1	0	0	0	1	0	0	0	0	0	0	P P F P
PICTURE STORY LANGUAGE TEST Productivity Words Per Sentence (GS)	1	0	1	0	1	0	0	0	0	0	0	1	0	0	1	1	1	1	2	1	1	1	0	1	1	1	0	0	0	1	0	0	0	0	0	0	P P P P
13F. Expression in Writing																																					
14. REFERENCE AND STUDY SKILLS																																					
14A. Reference and Library Skills																																					
IOWA TESTS OF BASIC SKILLS, PRIMARY, FORMS 5 AND 6 - LEVEL 7 Work-Study Skills References (HMC)	3	0	2	0	0	0	0	1	0	2	1	1	1	0	0	1	1	1	2	2	1	0	2	1	1	0	0	0	1	1	0	0	0	0	3	2	P F F P
IOWA TESTS OF BASIC SKILLS, PRIMARY, FORMS 5 AND 6 - LEVEL 7 Work-Study Skills Total (HMC)	3	0	1	0	0	0	0	1	0	2	1	1	1	0	0	1	1	1	2	2	1	0	2	1	1	0	0	0	1	1	0	0	0	0	0	2	P F F P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-3	0-2	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-3	0-3	0-1	0-3	0-2	G-F-P
14B. Personal Study Skills and Habits																																					
BURKS' BEHAVIOR RATING SCALES Poor Academics (AP)	2	0	1	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	0	1	1	1	1	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
MATHEMATICS																																					
15. UNDERSTANDING MATH CONCEPTS																																					
ARITHMETIC ACHIEVEMENT TESTS - LEVEL 1 Concepts and Problems (BMC)	2	0	2	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	2	2	1	0	2	1	1	1	0	0	1	1	0	0	0	0	3	2	P G F P
CALIFORNIA ACHIEVEMENT TESTS - LEVEL 1 Mathematics Concepts and Problems (CTB)	3	1	1	0	0	0	0	1	2	2	1	1	1	1	1	1	1	1	2	2	1	0	2	0	1	1	0	1	1	2	0	3	2	1	3	2	P G F F
COMPREHENSIVE TESTS OF BASIC SKILLS, EXPANDED EDITION - LEVEL C Mathematics Concepts and Applications (CTB)	3	0	1	0	0	1	0	1	1	1	1	1	1	1	1	1	1	1	2	2	1	0	2	1	1	1	0	1	1	0	1	2	1	0	3	2	P G F F
COOPERATIVE PRIMARY TESTS Mathematics - Form 12 (ETS)	3	1	1	0	0	0	0	0	0	2	1	1	1	0	1	0	1	1	2	2	1	0	2	1	1	1	0	1	1	1	0	2	0	0	3	1	P F F P
INITIAL SURVEY TEST Mathematics (SFC)	1	0	1	0	0	0	0	0	2	2	1	1	1	0	1	1	1	1	2	2	1	1	1	1	1	1	0	0	1	2	0	0	0	0	1	2	P G F P
PEABODY INDIVIDUAL ACHIEVEMENT TEST Mathematics (AGS)	2	0	1	0	0	1	0	1	2	0	1	1	1	1	1	1	1	1	2	0	1	1	2	1	1	1	1	1	1	1	2	0	0	0	3	2	P G F P
15A. Knowledge of Numbers and Sets																																					
AMERICAN SCHOOL ACHIEVEMENT TESTS - ARITHMETIC READINESS Average (BMC)	0	1	1	0	0	0	0	1	1	0	1	1	1	1	0	0	1	1	2	2	1	0	0	0	1	0	0	0	1	0	0	0	0	0	0	0	P F P P
AMERICAN SCHOOL ACHIEVEMENT TESTS - ARITHMETIC READINESS Test A (BMC)	0	1	1	0	0	0	0	1	1	0	1	1	1	1	0	0	1	1	2	2	1	1	0	0	1	1	0	0	1	0	0	0	0	0	0	0	P F P P
AMERICAN SCHOOL ACHIEVEMENT TESTS - ARITHMETIC READINESS Test B (BMC)	0	1	1	0	0	0	0	1	1	0	1	1	1	1	0	0	1	1	2	2	1	1	0	0	1	1	0	0	1	0	0	0	0	0	0	0	P F P P
AMERICAN SCHOOL ACHIEVEMENT TESTS - PRIMARY BATTERY I Numbers (BMC)	3	0	2	0	0	0	0	1	1	0	1	1	1	1	0	0	1	1	2	2	1	1	2	0	1	1	0	1	1	1	0	2	0	0	0	1	P F F P
ANALYSIS OF READINESS SKILLS, READING AND MATHEMATICS Mathematics Counting (HBJ)	1	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	1	1	1	2	1	0	1	0	1	1	1	0	2	0	0	0	0	P G F P
ANTON BRENNER DEVELOPMENTAL GESTALT TEST OF SCHOOL READINESS Number Producing (+ and -) (WPS)	0	0	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	1	2	1	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
ANTON BRENNER DEVELOPMENTAL GESTALT TEST OF SCHOOL READINESS Number Recognition (+ and -) (WPS)	0	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	2	1	0	0	0	0	1	1	0	0	0	0	0	0	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS											
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence		
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2
BASIC EDUCATIONAL SKILLS INVENTORY, MATH - LEVEL A Counting Pictured Objects (SEI)	0	0	2	0	0	0	0	0	1	0	1	1	1	0	0	1	1	1	2
BASIC EDUCATIONAL SKILLS INVENTORY, MATH - LEVEL A Quantity (Verbal Quantitative Meanings) (SEI)	0	0	1	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	2
KEY MATH DIAGNOSTIC ARITHMETIC TEST Fractions (AGS)	3	0	1	0	0	0	0	0	2	0	1	0	0	0	1	1	1	1	2
LET'S LOOK AT CHILDREN Understanding Mathematics 1-5 (ETS)	2	1	2	0	0	0	0	0	2	0	1	1	0	1	1	1	1	1	2
PUPIL RECORD OF EDUCATIONAL BEHAVIOR Mathematical Concepts (TRC)	1	1	1	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2
STANFORD EARLY SCHOOL ACHIEVEMENT - LEVEL I Mathematics (HBJ)	2	1	1	0	0	2	0	0	2	1	1	1	1	1	1	0	1	1	2
15B. Knowledge of Numeral Systems and Number Principles																			
ANALYSIS OF READINESS SKILLS, READING AND MATHEMATICS Mathematics Identification (HBJ)	1	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2
BASIC EDUCATIONAL SKILLS INVENTORY, MATH - LEVEL A Counting Orally (SEI)	0	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2
BASIC EDUCATIONAL SKILLS INVENTORY, MATH - LEVEL A Dot to Dot (Sequence Numbers) (SEI)	0	0	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2
BASIC EDUCATIONAL SKILLS INVENTORY, MATH - LEVEL A Matching Numbers (SEI)	0	0	2	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	2
BASIC EDUCATIONAL SKILLS INVENTORY, MATH - LEVEL A Naming Printed Numbers (SEI)	0	0	2	0	0	0	0	0	1	0	1	1	1	0	0	1	1	1	2
BASIC EDUCATIONAL SKILLS INVENTORY, MATH - LEVEL A Number Sequencing (Before and After) (SEI)	0	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2
BASIC EDUCATIONAL SKILLS INVENTORY, MATH - LEVEL A Number Words (SEI)	0	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2
BASIC EDUCATIONAL SKILLS INVENTORY, MATH - LEVEL A Ordinal and Cardinal Concepts (SEI)	0	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2
BASIC EDUCATIONAL SKILLS INVENTORY, MATH - LEVEL A Total (SEI)	0	2	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2
BASIC EDUCATIONAL SKILLS INVENTORY, MATH - LEVEL A Writing Numbers (SEI)	0	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2
BASIC SCHOOL SKILLS INVENTORY Number Readiness (FPC)	1	1	1	0	1	1	0	0	2	1	1	1	1	0	1	1	1	1	2

ELEMENTARY GOAL TEST NAME	ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
BASIC EDUCATIONAL SKILLS INVENTORY, MATH - LEVEL A Counting Pictured Objects (SEI)	0	1	1	2	0	0	0	0	0	1	0	0	0	0	1	0	0	P F P P
BASIC EDUCATIONAL SKILLS INVENTORY, MATH - LEVEL A Quantity (Verbal Quantitative Meanings) (SEI)	0	1	1	2	0	0	0	0	0	1	0	0	0	0	1	0	0	P F P P
KEY MATH DIAGNOSTIC ARITHMETIC TEST Fractions (AGS)	0	1	0	2	1	0	0	0	0	1	0	0	1	0	0	0	0	P F P P
LET'S LOOK AT CHILDREN Understanding Mathematics 1-5 (ETS)	1	1	0	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
PUPIL RECORD OF EDUCATIONAL BEHAVIOR Mathematical Concepts (TRC)	0	1	0	0	0	0	0	0	0	1	2	0	0	0	0	0	0	P F P P
STANFORD EARLY SCHOOL ACHIEVEMENT - LEVEL I Mathematics (HBJ)	1	1	0	2	1	1	1	0	1	1	2	0	2	0	1	2	2	P G F P
15B. Knowledge of Numeral Systems and Number Principles																		
ANALYSIS OF READINESS SKILLS, READING AND MATHEMATICS Mathematics Identification (HBJ)	1	1	1	2	1	0	1	0	1	1	1	0	2	0	0	0	0	P G F P
BASIC EDUCATIONAL SKILLS INVENTORY, MATH - LEVEL A Counting Orally (SEI)	0	1	1	1	0	0	0	0	0	1	0	0	0	0	1	0	0	P F P P
BASIC EDUCATIONAL SKILLS INVENTORY, MATH - LEVEL A Dot to Dot (Sequence Numbers) (SEI)	0	1	1	2	0	0	0	0	0	1	0	0	0	0	1	0	0	P F P P
BASIC EDUCATIONAL SKILLS INVENTORY, MATH - LEVEL A Matching Numbers (SEI)	0	1	1	2	0	0	0	0	0	1	0	0	0	0	1	0	0	P F P P
BASIC EDUCATIONAL SKILLS INVENTORY, MATH - LEVEL A Naming Printed Numbers (SEI)	0	1	1	2	0	0	0	0	0	1	0	0	0	0	1	0	0	P F P P
BASIC EDUCATIONAL SKILLS INVENTORY, MATH - LEVEL A Number Sequencing (Before and After) (SEI)	0	1	1	1	0	0	0	0	0	1	0	0	0	0	1	0	0	P F P P
BASIC EDUCATIONAL SKILLS INVENTORY, MATH - LEVEL A Number Words (SEI)	0	1	1	1	0	0	0	0	0	1	0	0	0	0	1	0	0	P F P P
BASIC EDUCATIONAL SKILLS INVENTORY, MATH - LEVEL A Ordinal and Cardinal Concepts (SEI)	0	1	1	2	0	0	0	0	0	1	0	0	0	0	1	0	0	P F P P
BASIC EDUCATIONAL SKILLS INVENTORY, MATH - LEVEL A Total (SEI)	0	1	0	1	0	0	0	0	0	1	0	0	0	0	1	0	0	P F P P
BASIC EDUCATIONAL SKILLS INVENTORY, MATH - LEVEL A Writing Numbers (SEI)	0	1	1	1	0	0	0	0	0	1	0	0	0	0	1	0	0	P F P P
BASIC SCHOOL SKILLS INVENTORY Number Readiness (FPC)	0	1	1	0	1	0	1	0	0	1	2	0	2	0	0	0	2	P G P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
CANADIAN TESTS OF BASIC SKILLS - LEVEL 7 Mathematics Skills Mathematics Concepts (TNS)	3	1	1	0	0	0	0	1	1	2	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	0	1	1	0	0	0	0	3	2	P G F P
COMPREHENSIVE TESTS OF BASIC SKILLS, EXPANDED EDITION - LEVEL B Mathematics Concepts and Applications (CTB)	3	0	0	0	0	1	0	1	2	1	1	1	1	1	1	1	1	1	2	2	1	0	2	1	1	1	0	1	1	0	0	2	0	0	1	2	P G F P
DETROIT TEST OF LEARNING APTITUDE Number Ability (BMC)	0	1	1	0	0	0	0	0	1	0	1	1	1	0	0	0	1	1	2	0	0	1	2	1	1	1	1	0	0	0	0	0	0	0	0	1	P F P P
DIAGNOSTIC READING TESTS, SURVEY SECTION: K-4, READINESS BKLET. Relationships Making Figures, A (CDRT)	0	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	1	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P G P P
DIAGNOSTIC READING TESTS, SURVEY SECTION: K-4, READINESS BKLET. Relationships Marking Figures, B (CDRT)	0	0	2	0	0	0	0	0	2	0	1	0	0	0	1	1	1	1	2	1	1	1	1	0	[illegible]	[illegible]	0	0	1	0	0	0	0	0	0	0	P F P P
DIAGNOSTIC READING TESTS, SURVEY SECTION: K-4, READINESS BKLET. Relationships Total Score (CDRT)	0	1	2	0	0	0	0	0	2	0	1	0	0	0	1	1	1	1	2	1	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
IOWA TESTS OF BASIC SKILLS, PRIMARY, FORMS 5 AND 6 - LEVEL 7 Mathematics Skills Mathematics Concepts (HMC)	3	1	1	0	0	0	0	1	1	2	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	0	0	0	1	1	0	0	0	0	3	2	P G F P
KEY MATH DIAGNOSTIC ARITHMETIC TEST Numeration (AGS)	3	1	1	0	0	0	0	0	2	0	1	0	0	0	1	1	1	1	2	0	1	0	1	1	0	0	0	0	1	0	0	2	0	0	0	0	P F P P
METROPOLITAN ACHIEVEMENT TESTS - PRIMER Numbers (HBJ)	2	0	1	0	0	0	0	0	2	0	1	1	1	1	1	0	1	1	2	2	1	0	2	1	1	0	0	1	1	2	0	3	0	1	2	2	P F F F
METROPOLITAN READINESS TESTS Numbers (HBJ)	1	1	1	0	0	1	2	0	2	0	1	1	1	0	1	1	1	1	2	1	1	1	1	1	1	1	0	1	1	1	0	2	0	0	0	0	P F F P
PRESCHOOL ATTAINMENT RECORD Ideation (AGS)	1	0	0	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	1	0	1	0	0	1	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
QUICK SCREENING SCALE OF MENTAL DEVELOPMENT Listening Attention and Number (PA)	1	0	2	0	0	0	0	0	2	0	1	1	0	0	0	0	1	1	2	0	0	1	1	0	1	0	0	0	0	0	0	0	0	0	0	0	P F P P
STANFORD ACHIEVEMENT TEST - PRIMARY LEVEL I Mathematics Concepts (HBJ)	3	1	1	0	0	0	0	0	1	2	1	1	1	1	0	0	1	1	2	2	1	0	2	1	1	1	0	1	1	2	0	0	0	1	3	2	P F G P
WIDE RANGE ACHIEVEMENT TEST - LEVEL I Arithmetic (GAD)	0	1	2	0	1	2	0	0	2	0	1	1	1	0	0	1	1	0	2	0	1	1	1	1	1	1	1	0	1	1	0	3	0	1	3	2	P F F F
15C. Knowledge Basic to Algebra																																					
KEY MATH DIAGNOSTIC ARITHMETIC TEST Geometry & Symbols (AGS)	3	0	1	0	0	0	0	0	2	0	1	0	0	0	1	1	1	1	2	0	1	0	1	1	0	0	0	0	1	0	0	1	0	0	0	0	P F P P
KEY MATH DIAGNOSTIC ARITHMETIC TEST Numerical Reasoning (AGS)	3	1	2	0	0	0	0	0	2	0	1	0	0	0	1	1	1	1	2	0	1	0	2	1	0	0	0	0	1	0	0	2	0	0	0	0	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
16. PERFORMING ARITHMETIC OPERATIONS																																					
PRESCRIPTIVE TEACHING SERIES Math Skills (PEI)	1	1	0	0	0	0	0	0	0	0	0	1	0	0	1	1	0	1	1	0	1	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	P P P P
16A. Whole-Number Computation																																					
ARITHMETIC ACHIEVEMENT TESTS - LEVEL 1 Computation (BMC)	2	2	2	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	2	2	1	1	1	1	1	1	0	0	1	1	0	0	0	1	1	2	P F F P
ARITHMETIC ACHIEVEMENT TESTS - LEVEL 1 Total (BMC)	2	2	1	0	0	2	0	1	2	0	1	1	1	0	0	1	1	1	2	2	1	0	1	1	1	1	0	0	1	1	0	3	0	0	3	2	P F F F
BASIC EDUCATIONAL SKILLS INVENTORY, MATH - LEVEL B Addition Facts (SEI)	0	2	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
BASIC EDUCATIONAL SKILLS INVENTORY, MATH - LEVEL B Addition Problems (SEI)	0	2	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
BASIC EDUCATIONAL SKILLS INVENTORY, MATH - LEVEL B Subtraction Facts (SEI)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
BASIC EDUCATIONAL SKILLS INVENTORY, MATH - LEVEL B Subtraction Problems (SEI)	0	2	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
BASIC EDUCATIONAL SKILLS INVENTORY, MATH - LEVEL B Total (SEI)	0	2	2	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	2	0	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
CALIFORNIA ACHIEVEMENT TESTS - LEVEL 1 Mathematics Computation (CTB)	3	2	2	0	0	0	0	1	2	2	1	1	1	1	1	1	1	1	2	2	1	1	2	0	1	1	0	1	1	2	0	3	1	1	2	2	P G G F
CALIFORNIA ACHIEVEMENT TESTS - LEVEL 1 Mathematics Total (CTB)	3	2	1	0	0	0	0	1	2	2	1	1	1	1	1	1	1	1	2	2	1	0	2	0	1	1	0	1	1	2	0	3	2	1	3	2	P G F F
COMPREHENSIVE TESTS OF BASIC SKILLS, EXPANDED EDITION - LEVEL B Mathematics Computation (CTB)	3	2	2	0	0	1	0	1	2	1	1	1	1	1	1	1	1	1	2	2	1	0	2	1	1	1	0	1	1	0	0	2	0	1	1	2	F G F P
COMPREHENSIVE TESTS OF BASIC SKILLS, EXPANDED EDITION - LEVEL B Mathematics Total Mathematics (CTB)	3	2	1	0	0	1	0	1	2	1	1	1	1	1	1	1	1	1	2	2	1	0	2	1	1	1	0	1	1	0	1	3	1	0	2	2	P G F F
COMPREHENSIVE TESTS OF BASIC SKILLS, EXPANDED EDITION - LEVEL C Mathematics Computation (CTB)	3	2	2	0	0	1	0	1	1	1	1	1	1	1	1	1	1	1	2	2	1	0	2	1	1	1	0	1	1	0	1	2	1	1	2	2	F G F F
COMPREHENSIVE TESTS OF BASIC SKILLS, EXPANDED EDITION - LEVEL C Mathematics Total Mathematics (CTB)	3	2	1	0	0	1	0	1	1	1	1	1	1	1	1	1	1	1	2	2	1	0	2	1	1	1	0	1	1	0	1	2	1	0	3	2	P G F F
EASY STEPS IN ARITHMETIC: NUMBER (ACER)	1	2	2	0	0	0	0	0	0	0	1	1	1	0	1	1	1	1	2	2	1	0	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
EMPORIA PRIMARY ARITHMETIC TEST (BEM)	1	1	1	0	0	0	0	1	1	0	1	1	0	1	1	0	0	1	2	2	1	0	1	0	1	1	0	0	1	1	0	2	0	0	2	2	P F F P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
GRADED ARITHMETIC-MATHEMATICS TEST (NFER)	0	2	1	0	0	0	0	1	0	0	1	1	1	0	0	1	1	1	2	1	1	0	1	0	0	0	0	0	1	0	0	0	0	1	0	0	P F P P
GRAY-VOTAW-ROGERS GENERAL ACHIEVEMENT TEST - PRIMARY Arithmetic Computation (SV)	0	2	2	0	0	0	0	1	0	0	1	1	1	0	0	1	1	0	2	2	1	1	2	1	1	0	0	0	1	0	0	0	0	1	3	1	P F F P
INITIAL LEARNING ASSESSMENT Academic Achievements Mathematics (ATP)	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
KEY MATH DIAGNOSTIC ARITHMETIC TEST Addition (AGS)	3	1	2	0	0	0	0	0	2	0	1	0	0	0	1	1	1	1	2	0	1	0	1	1	0	0	0	0	1	0	0	2	0	0	0	0	P F P P
KEY MATH DIAGNOSTIC ARITHMETIC TEST Division (AGS)	3	1	2	0	0	0	0	0	2	0	1	0	0	0	1	1	1	1	2	0	1	0	1	1	0	0	0	0	1	0	0	1	0	0	0	0	P F P P
KEY MATH DIAGNOSTIC ARITHMETIC TEST Mental Computation (AGS)	3	1	2	0	0	0	0	0	2	0	1	0	0	0	1	1	1	1	2	0	1	0	2	1	0	0	0	0	1	0	0	1	0	0	0	0	P F P P
KEY MATH DIAGNOSTIC ARITHMETIC TEST Multiplication (AGS)	3	1	2	0	0	0	0	0	2	0	1	0	0	0	1	1	1	1	2	0	1	0	1	1	0	0	0	0	1	0	0	2	0	0	0	0	P F P P
KEY MATH DIAGNOSTIC ARITHMETIC TEST Subtraction (AGS)	3	1	2	0	0	0	0	0	2	0	1	0	0	0	1	1	1	1	2	0	1	0	1	1	0	0	0	0	1	0	0	2	0	0	0	0	P F P P
KEY MATH DIAGNOSTIC ARITHMETIC TEST Total Test (AGS)	3	2	0	0	0	0	0	0	2	0	1	0	0	0	1	1	1	1	2	0	1	0	0	1	1	1	1	0	1	0	0	3	0	0	0	2	P F P P
METROPOLITAN ACHIEVEMENT TESTS - PRIMARY I Total Mathematics (HBJ)	3	2	1	0	0	0	0	0	2	0	1	1	1	1	1	1	1	0	2	2	1	0	2	1	1	0	0	1	1	2	0	0	0	1	3	2	P F F P
SRA ASSESSMENT SURVEY, ACHIEVEMENT SERIES - PRIMARY I Mathematics (SRA)	2	2	1	0	0	1	0	0	1	1	1	1	1	1	0	0	1	1	2	2	1	0	2	1	1	1	0	1	1	1	0	2	0	0	3	2	P F F P
STANFORD ACHIEVEMENT TEST - PRIMARY LEVEL I Mathematics Computation & Applications (HBJ)	3	2	1	0	0	0	0	0	1	2	1	1	1	1	0	1	1	1	2	2	1	0	2	1	1	1	0	1	1	2	0	0	0	1	3	2	P G G P
STANFORD EARLY SCHOOL ACHIEVEMENT - LEVEL II Mathematics (HBJ)	2	1	0	0	0	1	0	0	1	2	1	1	1	1	1	0	1	1	2	2	1	0	2	1	1	1	0	1	1	2	0	[illegible]	0	0	2	2	P G G P
WATSON DIAGNOSTIC MATHEMATICS TEST - PRIMARY Grand Total (BSC)	0	2	1	0	0	0	0	1	1	0	1	0	1	0	1	1	1	1	2	2	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
WATSON DIAGNOSTIC MATHEMATICS TEST - PRIMARY Part I (BSC)	0	2	0	0	0	0	0	1	2	0	1	0	1	0	1	1	1	1	2	2	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
WATSON DIAGNOSTIC MATHEMATICS TEST - PRIMARY Part II (BSC)	0	2	1	0	0	0	0	1	1	0	1	0	1	0	1	1	1	1	2	2	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
WATSON DIAGNOSTIC MATHEMATICS TEST - PRIMARY Part III (BSC)	0	2	1	0	0	0	0	1	1	0	1	0	1	0	1	1	1	1	2	2	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
16B. Computation with Fractions																																					

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
16C. Decimal and Percentage Computation																																					
17. APPLYING AND VALUING MATHEMATICS																																					
17A. Solution of Word Problems																																					
ACER LOWER GRADES NUMBER CONCEPTS TEST - LEVEL 1 (ACER)	2	1	0	0	0	0	0	0	1	0	1	0	1	1	1	1	1	1	2	1	1	0	1	0	1	0	0	0	1	1	0	2	0	0	0	2	P F P P
CALIFORNIA TEST OF MENTAL MATURITY - LEVEL 1 Numerical Reasoning (CTB)	2	1	1	0	0	0	0	0	1	0	1	0	0	1	1	0	1	1	2	1	1	1	2	1	1	1	0	1	1	1	0	0	0	1	3	2	P F F P
CANADIAN TESTS OF BASIC SKILLS - LEVEL 7 Mathematics Skills Mathematics Problems (TNS)	3	1	2	0	0	0	0	1	2	2	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	0	1	1	0	0	0	0	1	2	P G F P
CANADIAN TESTS OF BASIC SKILLS - LEVEL 7 Mathematics Skills Total (TNS)	3	1	1	0	0	0	0	1	1	2	1	1	1	1	1	1	1	1	2	2	1	0	1	1	1	1	0	0	1	1	0	0	0	0	3	2	P G F P
COMPREHENSIVE TESTS OF BASIC SKILLS, EXPANDED EDITION - LEVEL A Mathematics (CTB)	3	1	0	0	0	2	0	1	2	2	1	1	1	1	1	1	1	1	2	2	1	0	2	1	1	1	0	1	1	0	1	2	1	0	1	2	P G F P
GRAY-VOTAW-ROGERS GENERAL ACHIEVEMENT TEST - PRIMARY Arithmetic Reasoning (SV)	0	1	1	0	0	0	0	1	0	0	1	0	0	0	1	1	1	0	2	2	1	1	2	1	1	0	0	0	1	0	0	0	0	0	3	1	P P F P
IOWA TESTS OF BASIC SKILLS, PRIMARY, FORMS 5 AND 6 - LEVEL 7 Mathematics Skills Mathematics Problems (HMC)	3	2	2	0	0	0	0	1	1	1	1	1	1	1	0	1	1	1	2	2	1	1	2	1	1	0	0	0	1	1	0	0	0	0	3	2	P G F P
IOWA TESTS OF BASIC SKILLS, PRIMARY, FORMS 5 AND 6 - LEVEL 7 Mathematics Skills Total (HMC)	3	2	1	0	0	0	0	1	1	2	1	1	1	1	0	1	1	1	2	2	1	0	2	1	1	0	0	0	1	1	0	0	0	0	0	2	P G F P
KEY MATH DIAGNOSTIC ARITHMETIC TEST Missing Elements (AGS)	3	1	2	0	0	0	0	0	2	0	1	0	0	0	1	1	1	1	2	0	1	0	0	1	0	0	0	0	1	0	0	2	0	0	0	0	P F P P
KEY MATH DIAGNOSTIC ARITHMETIC TEST Word Problems (AGS)	3	1	2	0	0	0	0	0	2	0	1	0	0	0	1	1	1	1	2	0	1	0	1	1	0	0	0	0	1	0	0	1	0	0	0	0	P F P P
PICTORIAL TEST OF INTELLIGENCE Size and Number (HMC)	2	1	1	0	1	1	0	0	0	0	1	1	1	0	1	1	1	1	2	0	0	1	2	1	1	0	1	1	0	0	0	0	0	1	0	1	P F P P
STANFORD ACHIEVEMENT TEST - PRIMARY LEVEL I Total Mathematics (HBJ)	3	2	1	0	0	0	0	0	1	2	1	1	1	1	0	0	1	1	2	2	1	0	2	1	1	1	0	1	1	1	0	0	0	1	3	2	P F F P
WECHSLER INTELLIGENCE SCALE FOR CHILDREN - REVISED Arithmetic (PC)	1	2	2	0	0	1	0	0	2	0	1	1	0	0	1	1	1	1	2	0	0	1	2	1	1	0	0	1	0	0	2	2	0	0	3	2	P F P F
WECHSLER PRESCHOOL AND PRIMARY SCALE OF INTELLIGENCE Verbal Tests Arithmetic (PC)	1	2	1	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	0	1	2	1	0	1	0	1	0	0	0	2	0	1	0	1	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
17B. Personal Use and Appreciation of Math																																					
AAMD ADAPTIVE BEHAVIOR SCALE Economic Activity (AAMD)	2	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	1	1	1	1	0	1	1	0	1	1	0	0	0	0	0	0	P G F P
18. GEOMETRY AND MEASUREMENT SKILLS																																					
18A. Knowledge of Geometric Objects and Relations																																					
18B. Measurement Knowledge and Skills																																					
AAMD ADAPTIVE BEHAVIOR SCALE Numbers and Time (AAMD)	2	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	1	1	1	1	0	1	1	0	1	1	0	0	0	0	0	0	P G F P
BASIC EDUCATIONAL SKILLS INVENTORY, MATH - LEVEL B Money (SEI)	0	0	2	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
BASIC EDUCATIONAL SKILLS INVENTORY, MATH - LEVEL B Time (SEI)	0	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
KEY MATH DIAGNOSTIC ARITHMETIC TEST Measurement (AGS)	3	1	2	0	0	0	0	0	2	0	1	0	0	0	1	1	1	1	2	0	1	0	0	1	0	0	0	0	1	0	0	2	0	0	0	0	P F P P
KEY MATH DIAGNOSTIC ARITHMETIC TEST Money (AGS)	3	0	2	0	0	0	0	0	2	0	1	0	0	0	1	1	1	1	2	0	1	0	1	1	0	0	0	0	1	0	0	2	0	0	0	0	P F P P
KEY MATH DIAGNOSTIC ARITHMETIC TEST Time (AGS)	3	0	2	0	0	0	0	1	2	0	1	0	0	0	1	1	1	1	2	0	1	0	1	1	0	0	1	0	1	0	0	2	0	0	0	0	P F P P
18C. Use of Tables, Graphs, and Statistical Concepts																																					
MUSIC																																					
19. VALUING MUSIC																																					
19A. Appreciation of Music																																					
19B. Internalization of Music																																					
20. PERFORMING IN MUSIC AND DANCE																																					
20A. Singing																																					

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY: CONTENT: Item Selection	% Goal Assessed	% Items Belonging	CONSTRUCT: Divergent/Factorial	Experimental/Evaluational	CONCURRENT	PREDICTIVE	EXAMINEE APPROPRIATENESS: EXAMINEE JUSTIFICATION	COMPREHENSION: Item Appropriateness	Item Difficulties	Item Relevance	INSTRUCTIONS: Concepts, Vocabulary	Task Aspects	Sample Items	FORMAT: Page Layout	Illustration & Print	Item Coherence	POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATIVE USABILITY: ADMINISTRATION: Testing Group Size	Administrator	Time	EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION: Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter	CAN DECISIONS BE MADE?	NORMED TECHNICAL EXCELLENCE: RELIABILITY: Test — Retest	Internal Consistency	Alternate Form	REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	TOTAL LETTER GRADES
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-3	0-0	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
10B. Instrument Playing																																					
10C. Dancing																																					
11. UNDERSTANDING MUSIC																																					
11A. Music Analysis																																					
11B. Developmental Understanding of Music																																					
PERCEPTUAL AND MOTOR SKILLS																																					
12. SENSORY PERCEPTION																																					
BARCLAY EARLY CHILDHOOD ASSESSMENT GUIDE Sensory Level (ESD)	0	0	1	0	0	0	0	0	0	0	1	1	1	0	1	1	1	1	2	0	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
COMPREHENSIVE TESTS OF BASIC SKILLS, EXPANDED EDITION - LEVEL A Prereading Total Visual and Auditory Discrimination (CTB)	3	0	1	0	0	1	0	1	2	1	1	1	1	1	0	0	1	1	1	2	1	0	2	1	1	1	0	1	1	0	0	3	0	0	0	2	P F F P
CONTEMPORARY SCHOOL READINESS TEST Reading Readiness Score (MRP)	1	1	1	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	0	2	1	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
CONTEMPORARY SCHOOL READINESS TEST Total Readiness Score (MRP)	1	1	0	0	0	0	2	0	1	0	1	1	1	0	1	1	1	1	2	0	1	0	2	1	1	1	0	0	1	2	0	0	3	0	3	2	P F F F
INITIAL LEARNING ASSESSMENT Peripheral Modalities (ATP)	0	0	2	0	0	0	0	0	2	0	1	0	0	0	0	0	1	1	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
MacMILLAN READING READINESS TEST, REVISED EDITION Total - Tests I-V (MC)	0	1	1	0	0	0	2	0	1	0	1	1	1	0	1	0	1	1	2	0	1	0	1	1	1	1	0	0	1	2	0	3	0	0	3	2	P F F F
MacMILLAN READING READINESS TEST, REVISED EDITION Total - Tests I-VI (MC)	0	1	1	0	0	0	0	0	1	0	1	1	1	0	1	0	1	1	2	0	1	0	0	1	1	1	0	0	1	2	0	3	0	0	3	2	P F P F
MODALITY PREFERENCE TEST Stimulus Liked Best (IDS)	0	0	0	0	0	0	0	0	0	0	0	1	1	1	0	0	1	1	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
MODALITY PREFERENCE TEST Stimulus Liked Least (IDS)	0	0	0	0	0	0	0	0	0	0	0	1	1	1	0	0	1	1	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
SYMPTOMATOLOGY AND IDENTIFICATION OF A CHILD WITH LEARNING DISABILITIES Perceptual-Motor Impairments (PI)	0	1	1	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION		INSTRUCTIONS			FORMAT				POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-3	0-3	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-3	0-3	0-1	0-3	0-2	G F P
22A. Visual and Tactile Perception																																					
A-B-C VISION TEST FOR OCULAR DOMINANCE (PC)	0	0	2	0	0	0	0	0	2	0	1	0	0	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
AMERICAN SCHOOL READING READINESS TEST - REVISED, FORM X (BMC)	3	1	2	0	1	0	2	0	2	0	1	1	1	1	1	1	1	1	2	1	1	0	2	1	1	1	0	0	1	1	0	3	0	0	1	2	F G F P
BABCOCK TEST OF MENTAL EFFICIENCY Perception Time (WPS)	0	0	1	0	0	0	0	0	1	0	1	1	1	0	0	0	1	1	2	0	0	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	P F P P
BASIC EDUCATIONAL SKILLS INVENTORY, READING - LEVEL A Matching Manuscript Letters of the Alphabet (SEI)	0	0	2	0	0	0	0	0	2	0	1	1	0	1	0	1	1	1	2	0	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
BASIC EDUCATIONAL SKILLS INVENTORY, READING - LEVEL A Same or Different (SEI)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	2	0	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
BRYANT-SCHWAN DESIGN TEST, PART I (CP)	2	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	2	1	0	0	0	0	1	2	0	0	0	0	0	0	P F F P
CALIFORNIA TEST OF MENTAL MATURITY - LEVEL 0 Spatial Relationships (CTB)	2	1	2	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	1	1	1	2	1	1	1	1	1	1	1	0	0	0	1	2	2	P G G P
CHILDREN'S EMBEDDED FIGURES TEST (CPP)	2	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	1	0	1	1	0	0	0	0	0	0	2	0	0	0	0	0	P G P P
CLYMER-BARRETT PREREADING BATTERY Long Form Total (PP)	2	0	1	0	0	1	2	0	2	0	1	1	1	1	1	1	1	1	2	2	1	0	0	1	1	1	0	1	1	2	0	3	0	1	3	2	P G F F
CLYMER-BARRETT PREREADING BATTERY Short Form Total (PP)	2	0	1	0	0	1	2	0	2	0	1	1	1	1	1	1	1	1	2	2	1	0	0	1	1	1	0	1	1	2	0	3	0	1	1	2	P G F P
CLYMER-BARRETT PREREADING BATTERY Visual Discrimination (PP)	2	1	2	0	0	1	2	0	2	0	1	1	1	1	1	1	1	1	2	2	1	0	2	1	1	1	0	1	1	2	0	3	0	1	1	1	F G G P
COMPREHENSIVE TESTS OF BASIC SKILLS, EXPANDED EDITION - LEVEL A Prereading Visual Discrimination (CTB)	3	1	2	0	0	1	0	1	2	1	1	1	1	1	0	1	1	1	2	2	1	1	2	1	1	1	0	1	1	0	0	2	0	1	0	2	P G F P
DIAGNOSTIC READING TEST A Test of Laterality Establishing Eye Dominance (MPC)	0	0	0	0	0	0	0	0	2	0	1	0	0	0	0	1	1	1	2	0	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DIAGNOSTIC READING TEST Visual Skills Discriminating Between Similarities and Differences (MPC)	0	0	2	0	0	0	0	0	2	0	1	0	0	0	0	1	1	1	2	0	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P F F P
DIAGNOSTIC READING TESTS, SURVEY SECTION: K-4, BOOKLET I Visual Discrimination, Seeing Differences (CDRT)	0	0	2	0	0	0	0	0	2	0	1	1	1	1	0	0	1	1	2	1	1	0	1	0	1	0	0	0	1	0	0	0	0	0	3	2	P F P P
DIAGNOSTIC READING TESTS, SURVEY SECTION: K-4, READINESS BKLET. Testing Vocabulary Pictures and Numbers, A (CDRT)	0	0	2	0	0	0	0	0	1	0	1	0	0	0	0	0	0	1	1	1	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
DIAGNOSTIC READING TESTS, SURVEY SECTION: K-4, READINESS BKLET. Visual Discrimination Completion of Forms (CDRT)	0	1	2	0	0	0	0	0	2	0	1	1	0	0	0	1	1	1	1	1	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS													
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPRE-HENSION			INSTRUC-TIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINI-STRATI	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator
Rating Range:	0-2	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1
DIAGNOSTIC READING TESTS, SURVEY SECTION: K-4, READINESS BKLET. Visual Discrimination Seeing Differences (CDRT)	0	0	2	0	0	0	0	0	2	0	1	1	1	1	0	0	1	1	2	[illegible]	1
DIAGNOSTIC READING TESTS, SURVEY SECTION: K-4, READINESS BKLET. Visual Discrimination Seeing Likenesses (CDRT)	0	0	2	0	0	0	0	0	2	0	1	1	1	1	0	0	1	1	2	1	1
DIAGNOSTIC READING TESTS, SURVEY SECTION: K-4, READINESS BKLET. Visual Discrimination Seeing Likenesses and Differences in Words (CDRT)	0	1	2	0	0	0	0	0	1	0	1	0	0	1	0	1	1	1	2	1	1
DIAGNOSTIC READING TESTS, SURVEY SECTION: K-4, READINESS BKLET. Visual Discrimination Total Score (CDRT)	0	1	2	0	0	0	0	0	1	0	1	0	0	0	0	1	1	1	1	1	1
GATES-MacGINITIE READING TESTS - READINESS SKILLS Visual Discrimination (TCP)	1	1	2	0	0	1	0	1	2	0	1	1	1	1	1	1	1	1	2	1	1
GESELL DEVELOPMENTAL KIT Monroe Visual Tests Visual One (WPS)	1	1	2	0	1	0	0	0	2	1	1	0	0	0	0	1	1	1	2	0	0
GESELL DEVELOPMENTAL KIT Right and Left Naming R & L (WPS)	0	0	2	0	1	0	0	0	2	1	1	1	1	0	0	1	1	1	2	0	0
HARRIS TEST OF LATERAL DOMINANCE Binocular Tests (PC)	0	0	0	0	0	0	0	0	2	0	1	0	0	0	1	0	1	1	1	0	1
HARRIS TEST OF LATERAL DOMINANCE Knowledge of Right and Left (PC)	0	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1
HARRIS TEST OF LATERAL DOMINANCE Monocular Tests (PC)	0	0	0	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1
HARRISON-STROUD PEADING READINESS PROFILE Making Visual Discriminations - Attention Span Controlled (HMC)	1	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	1	1
HARRISON-STROUD READING READINESS PROFILE Making Visual Discriminations - Attention Span Uncontrolled (HMC)	1	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	1	1
HARRISON-STROUD READING READINESS PROFILE Using Symbols (HMC)	1	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	1	1
HISKEY-NEBRASKA TEST OF LEARNING APTITUDE Picture Identification (MSH)	2	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	0
ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES, REVISED Visual Closure (WPS)	1	1	2	1	1	0	0	0	2	0	1	1	1	1	1	[illegible]	1	1	2	0	0
INITIAL SURVEY TEST Visual Ability (SFC)	1	1	2	0	0	0	0	0	2	1	1	1	1	1	1	1	1	1	2	2	1
INVENTORY OF READINESS SKILLS Visual and Motor Skills Color Discrimination (EPI)	0	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1
JORDAN LEFT-RIGHT REVERSAL TEST (ATP)	2	0	2	0	2	0	0	0	2	0	1	1	1	0	1	1	1	1	2	2	1

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS											
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence		
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2
LEE-CLARK READING READINESS TEST Letter Symbols (CTB)	0	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	0	1
LEE-CLARK READING READINESS TEST Total (CTB)	0	1	1	0	0	0	2	0	2	0	1	1	1	1	1	0	1	1	2
LEE-CLARK READING READINESS TEST Word Symbols (CTB)	0	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2
LET'S LOOK AT CHILDREN Shapes and Forms 1-5 (ETS)	2	1	2	0	0	0	0	0	2	0	1	1	0	1	1	1	1	1	2
MacMILLAN READING READINESS TEST, REVISED EDITION Visual Discrimination (MC)	0	1	2	0	0	0	1	0	2	0	1	1	1	1	1	1	1	1	2
MARIANNE FROSTIG DEVELOPMENTAL TEST OF VISUAL PERCEPTION Constancy of Shape (CPP)	1	1	2	0	0	0	0	0	2	0	1	1	0	0	1	0	1	1	2
MARIANNE FROSTIG DEVELOPMENTAL TEST OF VISUAL PERCEPTION Figure-Ground (CPP)	1	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2
MARIANNE FROSTIG DEVELOPMENTAL TEST OF VISUAL PERCEPTION Position in Space (CPP)	1	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2
MARIANNE FROSTIG DEVELOPMENTAL TEST OF VISUAL PERCEPTION Spatial Relationships (CPP)	1	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2
MARIANNE FROSTIG DEVELOPMENTAL TEST OF VISUAL PERCEPTION Total (CPP)	1	1	2	0	1	1	0	0	2	0	1	1	0	0	1	0	1	1	2
McHUGH-McFARLAND READING READINESS TEST Visual Discrimination (CSB)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	2
MERRILL-PALMER TESTS OF PERFORMANCE (CHS)	0	1	1	0	0	0	0	0	1	0	1	1	0	0	0	0	1	1	0
MERTENS VISUAL PERCEPTION TEST Framed Pictures (WPS)	2	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2
MERTENS VISUAL PERCEPTION TEST Spatial Recognition (WPS)	2	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2
METROPOLITAN READINESS TESTS Matching (HBJ)	1	1	2	0	0	1	2	0	2	0	1	1	1	1	1	1	1	1	2
MODALITY PREFERENCE TEST Combined Visual (IDS)	0	0	0	0	0	0	0	0	0	0	0	1	1	1	0	0	0	1	2
MOORE EYE-HAND COORDINATION AND COLOR-MATCHING TEST Color Matching (JEM)	0	1	1	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2
MOTOR-FREE VISUAL PERCEPTION TEST (ATP)	3	1	2	0	0	0	0	0	2	2	1	1	1	1	1	1	1	1	2

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-P
PICTORIAL TEST OF INTELLIGENCE Form Discrimination (HMC)	2	1	2	0	1	1	0	0	2	0	1	1	1	0	1	1	1	1	2	0	0	1	2	1	1	0	1	1	0	0	0	0	0	1	0	1	P F P P
PRE-READING ASSESSMENT KIT Symbol Perception Unit Visual Discrimination (CTB)	1	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	1	1	1	2	1	0	0	0	0	1	2	0	0	0	0	0	0	P G F P
PRE-READING SCREENING PROCEDURES Visual Discrimination of Letter Forms (EPS)	0	0	2	0	0	0	0	1	2	0	1	1	1	0	1	1	1	0	1	1	1	1	1	0	0	1	0	0	1	1	0	0	0	1	0	1	P F P P
PRE-READING SCREENING PROCEDURES Visual Discrimination of Word Forms (EPS)	0	0	2	0	0	0	0	1	2	0	1	1	1	0	1	1	1	0	1	1	1	1	1	0	0	1	0	0	1	1	0	0	0	1	0	1	P F P P
PRIMARY MENTAL ABILITIES - GRADES K-1 Perceptual Speed (SRA)	1	1	2	0	0	0	2	1	1	0	1	1	1	1	0	1	1	1	2	1	1	1	2	1	1	0	1	1	1	0	1	0	0	0	1	2	P F F P
PUPIL RECORD OF EDUCATIONAL BEHAVIOR Visual-Motor Perception (TRC)	1	0	1	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	2	0	1	0	0	0	0	0	0	0	1	2	0	0	0	0	0	0	P F P P
QUICK NEUROLOGICAL SCREENING TEST Double Simultaneous Stimulation of Hand and Cheek (ATP)	2	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	0	1	1	1	1	1	0	0	0	1	0	0	0	0	0	0	P F P P
QUICK NEUROLOGICAL SCREENING TEST Eye Tracking (ATP)	2	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	0	1	0	1	1	1	0	0	0	1	0	0	0	0	0	0	P F P P
QUICK NEUROLOGICAL SCREENING TEST Left-Right Discrimination (ATP)	0	0	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	0	1	1	1	1	1	0	0	0	0	0	0	0	0	0	0	P F P P
QUICK NEUROLOGICAL SCREENING TEST Palm Form Recognition (ATP)	2	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	0	1	1	1	1	1	0	0	0	1	0	0	0	0	0	0	P F P P
READING APTITUDE TESTS, PRIMARY Visual Tests (HMC)	1	1	1	0	0	0	2	0	1	0	1	1	1	0	0	0	1	1	1	2	1	0	0	0	1	1	1	0	1	2	0	0	0	0	3	2	P P F P
ROSNER PERCEPTUAL SURVEY Optometric Subscales Cover (LRDC)	0	0	2	0	0	0	0	0	2	0	1	1	1	0	0	0	1	1	2	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
ROSNER PERCEPTUAL SURVEY Optometric Subscales Near Point of Convergence (LRDC)	0	0	2	0	0	0	0	0	2	0	1	1	1	0	0	0	1	1	2	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
ROSNER PERCEPTUAL SURVEY Optometric Subscales Near Visual Acuity (LRDC)	0	0	2	0	0	0	0	0	2	0	1	0	0	0	0	0	1	1	2	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
ROSNER PERCEPTUAL SURVEY Optometric Subscales Retinoscopy (LRDC)	0	0	2	0	0	0	0	0	2	[illegible]	1	0	0	0	0	0	1	1	2	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
ROSNER PERCEPTUAL SURVEY Optometric Subscales Stereopsis (LRDC)	0	0	2	0	0	0	0	0	2	0	1	0	0	0	0	0	1	1	2	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
ROSNER PERCEPTUAL SURVEY Optometric Subscales Tactual-Visual (LRDC)	0	0	2	0	0	0	0	0	2	0	1	1	1	0	0	0	1	1	2	0	0	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
ROSNER PERCEPTUAL SURVEY Total Score (LRDC)	0	1	2	0	0	0	0	0	2	0	1	0	0	0	0	0	1	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evolutional				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-2	0-1	0-2	0-1	0-1	0-1	0-2	0-2	0-2	0-2	0-3	0-3	0-3	0-1	0-2	0-2	[illegible]
SCREENING TESTS TO BE USED BY THE CLASSROOM TEACHER Haptic Letter Recognition Test (ATP)	0	0	1	0	0	0	0	0	2	0	1	1	1	0	0	0	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
SCREENING TESTS TO BE USED BY THE CLASSROOM TEACHER Piaget Right-Left Awareness Test (ATP)	0	0	2	0	0	0	0	0	2	0	0	0	1	0	0	0	1	1	2	0	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
SLINGERLAND SCREENING TESTS FOR IDENTIFYING CHILDREN WITH SPECIFIC LANGUAGE DISABILITY - FORM A Visual Discrimination (EPS)	0	0	2	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	2	2	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
SOUTHERN CALIFORNIA SENSORY INTEGRATION TESTS Double Tactile Stimuli Perception (WPS)	1	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	0	1	2	0	0	1	1	0	0	0	0	0	0	0	0	1	P G P P
SOUTHERN CALIFORNIA SENSORY INTEGRATION TESTS Figure-Ground Perception (WPS)	1	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	0	1	2	0	0	1	1	0	0	0	0	0	0	0	0	1	P G P P
SOUTHERN CALIFORNIA SENSORY INTEGRATION TESTS Finger Identification Left Hand (WPS)	1	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	0	1	2	0	0	1	1	0	0	0	0	0	0	0	0	1	P G P P
SOUTHERN CALIFORNIA SENSORY INTEGRATION TESTS Finger Identification Right Hand (WPS)	1	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	0	1	2	0	0	1	1	0	0	0	0	0	0	0	0	1	P G P P
SOUTHERN CALIFORNIA SENSORY INTEGRATION TESTS Finger Identification Total (WPS)	1	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	0	1	2	0	0	1	1	0	0	0	0	0	0	0	0	1	P G P P
SOUTHERN CALIFORNIA SENSORY INTEGRATION TESTS Graphesthesia Left Hand (WPS)	1	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	0	1	0	0	0	1	1	0	0	0	0	0	0	0	0	1	P G P P
SOUTHERN CALIFORNIA SENSORY INTEGRATION TESTS Graphesthesia Right Hand (WPS)	1	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	0	1	0	0	0	1	1	0	0	0	0	0	0	0	0	1	P G P P
SOUTHERN CALIFORNIA SENSORY INTEGRATION TESTS Graphesthesia Total (WPS)	1	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	0	1	0	0	0	1	1	0	0	0	0	0	0	0	0	1	P G P P
SOUTHERN CALIFORNIA SENSORY INTEGRATION TESTS Localization of Tactile Stimuli Left Hand (WPS)	1	0	2	0	0	0	0	0	0	0	1	1	1	1	1	0	1	1	2	0	0	1	1	0	0	1	1	0	0	0	0	0	0	0	0	1	P F P P
SOUTHERN CALIFORNIA SENSORY INTEGRATION TESTS Localization of Tactile Stimuli Right Hand (WPS)	1	0	2	0	0	0	0	0	0	0	1	1	1	1	1	0	1	1	2	0	0	1	1	0	0	1	1	0	0	0	0	0	0	0	0	1	P F P P
SOUTHERN CALIFORNIA SENSORY INTEGRATION TESTS Localization of Tactile Stimuli Total (WPS)	1	0	2	0	0	0	0	0	0	0	1	1	1	1	1	0	1	1	2	0	0	1	1	0	0	1	1	0	0	0	0	0	0	0	0	1	P F P P
SOUTHERN CALIFORNIA SENSORY INTEGRATION TESTS Manual Form Perception Left Hand (WPS)	1	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	0	1	2	0	0	1	1	0	0	0	0	0	0	0	0	1	P F P P
SOUTHERN CALIFORNIA SENSORY INTEGRATION TESTS Manual Form Perception Right Hand (WPS)	1	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	0	1	2	0	0	1	1	0	0	0	0	0	0	0	0	1	P F F P
SOUTHERN CALIFORNIA SENSORY INTEGRATION TESTS Manual Form Perception Total (WPS)	1	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	0	1	2	0	0	1	1	0	0	0	0	0	0	0	0	1	P F P P
SOUTHERN CALIFORNIA SENSORY INTEGRATION TESTS Position in Space (WPS)	1	0	1	0	0	0	0	0	2	0	1	1	1	1	0	0	1	1	2	0	0	1	1	0	0	1	1	0	0	0	0	0	0	0	0	1	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evolutional				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-3	0-3	0-1	0-2	0-2	[illegible]
SOUTHERN CALIFORNIA SENSORY INTEGRATION TESTS Right-Left Discrimination (WPS)	1	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	0	1	1	0	0	1	1	0	0	0	0	0	0	0	0	1	P G P P
STANDARD READING TESTS Aural Discrimination test (ACER)	0	0	2	0	0	0	0	0	2	0	1	0	1	0	0	0	1	1	2	0	1	1	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
STANDARD READING TESTS Visual Discrimination and Orientation Test (ACER)	0	0	2	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
SYMPTOMATOLOGY AND IDENTIFICATION OF A CHILD WITH LEARNING DISABILITIES Vision (PI)	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
TACK FORM TEST (IDS)	1	1	2	0	0	0	0	1	2	0	1	1	1	0	0	0	1	1	2	0	1	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TEXTURE TEST (IDS)	0	0	2	0	0	0	0	1	0	0	0	1	0	0	0	0	1	1	2	0	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
THREE-DIMENSIONAL TEST FOR VISUALIZATION SKILL Level I Shape Identification (ATP)	0	1	2	0	0	0	0	0	1	0	1	0	0	0	0	1	0	1	1	2	1	1	0	0	0	0	0	0	1	2	0	0	0	0	0	0	P P P P
THREE-DIMENSIONAL TEST FOR VISUALIZATION SKILL Level I Size Perception (ATP)	0	1	2	0	0	0	0	0	1	0	1	0	0	0	0	1	0	1	1	2	1	1	0	0	0	0	0	0	1	2	0	0	0	0	0	0	P P P P
THREE-DIMENSIONAL TEST FOR VISUALIZATION SKILL Level I Total (ATP)	0	1	2	0	0	0	0	0	1	0	1	0	0	0	0	1	0	1	1	2	1	1	0	0	0	0	0	0	1	2	0	0	0	0	0	0	P P P P
THREE-DIMENSIONAL TEST FOR VISUALIZATION SKILL Level I Visual Equilibrium (ATP)	0	0	2	0	0	0	0	0	1	0	1	0	0	0	0	1	0	1	1	2	1	1	0	0	0	0	0	0	1	2	0	0	0	0	0	0	P P P P
VALETT DEVELOPMENTAL SURVEY OF BASIC LEARNING ABILITIES Tactile Discrimination (CPP)	1	0	2	0	0	0	0	0	1	0	1	1	1	0	1	0	1	1	2	0	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
VALETT DEVELOPMENTAL SURVEY OF BASIC LEARNING ABILITIES Visual Discrimination (CPP)	1	1	2	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
WATSON READING-READINESS TEST Objective Test (BSC)	1	1	1	0	0	0	0	0	2	0	1	1	1	1	0	0	1	0	2	2	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
22B. Auditory Perception																																					
AUDITORY ANALYSIS TEST (LRDC)	3	0	2	0	0	1	0	0	1	1	1	1	0	0	1	1	1	1	2	0	0	1	2	0	0	0	1	0	0	0	0	0	0	0	0	0	P F P P
AUDITORY DISCRIMINATION TEST (REVISED 1973) (LRA)	3	1	2	0	2	0	0	1	2	0	1	1	1	1	1	1	1	1	2	0	1	1	2	1	0	1	1	0	1	1	0	0	0	0	0	0	F G F P
AUDITORY MOTOR TEST (DRUM TEST) (IDS)	0	0	0	0	0	0	0	0	0	0	0	1	1	1	0	0	0	1	2	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
BASIC EDUCATIONAL SKILLS INVENTORY, READING - LEVEL B Final Consonant Sounds (Pictorial) (SEI)	0	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P G P P

ELEMENTARY GOAL	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
TEST NAME	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
BASIC EDUCATIONAL SKILLS INVENTORY, READING - LEVEL B Initial Consonant and Vowel Sounds (Pictorial) (SEI)	0	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P G P P
BASIC EDUCATIONAL SKILLS INVENTORY, READING - LEVEL B Rhyming Sounds (SEI)	0	0	2	0	0	0	0	0	2	0	1	1	1	1	0	1	1	1	2	0	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
CLYMER-BARRETT PREREADING BATTERY Auditory Discrimination (PP)	2	1	2	0	0	1	2	0	2	0	1	1	1	1	1	1	1	1	2	2	1	0	2	1	1	1	0	1	1	2	0	2	0	1	1	1	F G G P
COMPOSITE AUDITORY PERCEPTION TEST Part 2 Vowel Discrimination (ACSD)	1	0	2	0	0	0	0	1	2	0	1	1	1	1	0	0	1	1	2	2	1	0	2	1	0	0	0	0	1	1	0	0	0	0	0	0	P F F P
COMPREHENSIVE TESTS OF BASIC SKILLS, EXPANDED EDITION - LEVEL A Prereading Sound Matching (CTB)	3	1	2	0	0	1	0	1	2	1	1	1	1	1	1	0	1	1	1	2	1	0	2	1	1	1	0	1	1	0	0	3	0	0	0	2	P G F P
DIAGNOSTIC READING SCALES Supplementary Phonics Tests Auditory Discrimination (CTB)	1	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	0	1	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P G P P
DIAGNOSTIC READING TESTS, SURVEY SECTION: K-4, BOOKLET I Auditory Discrimination Initial and End Sounds, A (CDRT)	0	1	1	0	0	0	0	0	0	0	1	0	0	0	0	0	1	1	1	1	1	0	1	0	1	1	0	0	1	0	0	0	0	0	3	2	P P P P
DIAGNOSTIC READING TESTS, SURVEY SECTION: K-4, BOOKLET I Auditory Discrimination Initial and End Sounds, B (CDRT)	0	1	1	0	0	0	0	0	0	0	1	0	0	0	0	0	1	1	1	1	1	0	1	0	1	0	0	0	1	0	0	0	0	0	3	2	P P P P
DIAGNOSTIC READING TESTS, SURVEY SECTION: K-4, BOOKLET I Auditory Discrimination Total Score (CDRT)	0	1	1	0	0	0	0	0	0	0	1	0	0	0	0	0	1	1	1	1	1	0	1	0	1	0	0	0	1	0	0	0	0	0	3	2	P P P P
ENVIRONMENTAL SOUNDS--LABELLING (IDS)	0	0	2	0	0	0	0	1	2	0	1	1	1	1	0	0	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
ENVIRONMENTAL SOUNDS--PICTURE IDENTIFICATION (IDS)	0	1	2	0	0	0	0	1	1	0	1	1	1	1	0	0	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
GATES-MacGINITIE READING TESTS - READINESS SKILLS Auditory Discrimination (TCP)	1	1	2	0	0	1	0	1	1	0	1	1	1	1	0	1	1	1	2	1	1	0	2	1	1	1	0	1	1	0	0	2	0	0	0	2	P F F P
GATES-McKILLOP READING DIAGNOSTIC TESTS Supplementary Tests Auditory Discrimination (TCP)	0	1	2	0	0	0	0	0	0	0	1	1	1	0	1	1	1	1	2	0	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
GOLDMAN-FRISTOE TEST OF ARTICULATION Stimulability Subtest (AGS)	2	1	2	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	1	0	0	1	0	1	1	1	0	0	0	1	0	0	0	0	0	2	P F P P
GOLDMAN-FRISTOE-WOODCOCK TEST OF AUDITORY DISCRIMINATION Noise Subtest (AGS)	3	1	2	0	1	0	0	1	1	0	1	1	1	0	0	1	1	1	2	0	0	1	2	1	1	1	1	0	0	1	0	0	0	1	3	2	P F F P
GOLDMAN-FRISTOE-WOODCOCK TEST OF AUDITORY DISCRIMINATION Quiet Subtest (AGS)	3	1	2	0	1	0	0	1	1	0	1	1	1	0	0	1	1	1	2	0	0	1	2	1	1	1	1	0	0	1	0	0	0	1	0	2	P F F P
INITIAL SURVEY TEST Auditory Ability (SFC)	1	1	2	0	0	0	0	0	2	1	1	1	1	1	0	0	1	1	2	2	1	0	1	1	1	0	0	0	1	2	0	0	0	0	0	0	P F F P
INVENTORY OF READINESS SKILLS Auditory Perception Skills Total (EPI)	0	1	1	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES			
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION				
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form							
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-3	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-3	0-3	0-1	0-3	0-2	G-F-P			
INVENTORY OF READINESS SKILLS Auditory Perception Skills Word Discrimination (EPI)	0	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	1	1	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P	G	P	P
KINDERGARTEN AUDITORY SCREENING TEST Same/Different (FPC)	1	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	0	1	1	1	2	1	1	1	0	0	1	1	0	0	0	0	0	0	P	F	F	P
KINDERGARTEN AUDITORY SCREENING TEST Speech in Environmental Noise (FPC)	1	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	1	1	1	0	1	1	1	0	0	1	1	0	0	0	0	0	0	P	G	F	P
LINDAMOOD AUDITORY CONCEPTUALIZATION TEST (TRC)	2	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	1	0	1	1	2	1	0	0	1	0	1	2	0	0	0	0	0	0	P	F	F	P
MacMILLAN READING READINESS TEST, REVISED EDITION Auditory Discrimination (MC)	0	1	2	0	0	0	2	0	2	0	1	1	1	1	1	1	1	1	2	1	1	1	2	1	1	1	0	0	1	1	0	2	0	0	1	2	P	G	F	P
McHUGH-McPARLAND READING READINESS TEST Beginning Sounds (CSB)	0	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	1	1	1	2	1	1	1	0	0	1	0	0	0	0	0	1	1	P	G	F	P
McHUGH-McPARLAND READING READINESS TEST Rhyming Words (CSB)	0	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	1	1	1	2	1	1	1	0	0	1	0	0	0	0	0	0	1	P	G	F	P
McHUGH-McPARLAND READING READINESS TEST Total (CSB)	0	0	1	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	2	1	1	0	2	1	1	1	0	0	1	2	0	0	0	0	1	1	P	F	F	P
MODALITY PREFERENCE TEST Combined Auditory (IDS)	0	0	0	0	0	0	0	0	0	0	0	1	1	1	0	0	0	1	2	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P	P	P	P
NEALE ANALYSIS OF READING ABILITY Supplementary Diagnostic Test 3 Blending and Recognition of Syllables (NFER)	0	0	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P	F	P	P
OHIO TESTS OF ARTICULATION AND PERCEPTION OF SOUNDS Interpersonal Comparator Perception of Sounds (SH)	3	0	2	0	1	0	0	0	1	0	1	1	0	1	1	1	1	1	2	0	0	1	2	1	0	0	1	0	0	0	0	0	0	0	0	0	P	F	P	P
OHIO TESTS OF ARTICULATION AND PERCEPTION OF SOUNDS Interpersonal Identification of Sounds (SH)	3	0	2	0	1	0	0	0	1	0	1	1	0	1	1	1	1	1	2	0	0	1	2	1	0	0	1	0	0	0	0	0	0	0	0	0	P	F	P	P
OLIPHANT AUDITORY DISCRIMINATION MEMORY TEST (EPS)	0	1	2	0	0	0	0	1	2	0	1	0	1	1	0	1	1	1	0	1	1	1	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P	F	P	P
PRE-READING ASSESSMENT KIT Listening Unit Beginning Sounds (CTB)	1	0	2	0	0	0	0	0	1	0	1	1	1	1	1	1	1	1	2	1	1	1	2	1	0	0	0	0	1	2	0	0	0	0	0	0	P	F	F	P
PRE-READING ASSESSMENT KIT Listening Unit Ending Sounds (CTB)	1	0	2	0	0	0	0	0	1	0	1	1	1	1	1	1	1	1	2	1	1	1	2	1	0	0	0	0	1	2	0	0	0	0	0	0	P	F	F	P
PRE-READING ASSESSMENT KIT Listening Unit Rhyming (CTB)	1	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	1	1	1	2	1	0	0	0	0	1	2	0	0	0	0	0	0	P	G	F	P
PRE-READING SCREENING PROCEDURES Auditory Discrimination (EPS)	0	1	2	0	0	0	0	1	2	0	1	1	1	0	1	1	1	0	1	1	1	1	1	0	0	1	0	0	1	1	0	0	0	0	0	1	P	F	P	P
PRITCHARD-FOX PHONEME AUDITORY DISCRIMINATION TESTS - TEST FOUR Consonant Sounds (AEA)	3	0	2	0	0	0	0	0	2	1	1	1	1	1	0	1	1	1	1	2	1	1	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P	F	F	P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY: CONTENT: Item Selection	% Goal Assessed	% Items Belonging	CONSTRUCT: Divergent/Factorial	Experimental/Evaluations	CONCURRENT	PREDICTIVE	EXAMINEE APPROPRIATENESS: EXAMINEE JUSTIFICATION	COMPREHENSION: Item Appropriateness	Item Difficulties	INSTRUCTIONS: Item Relevance	Concepts, Vocabulary	Task Aspects	FORMAT: Sample Items	Page Layout	Illustration & Print	Item Coherence	POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATIVE USABILITY: ADMINISTRATION: Testing Group Size	Administrator	Time	EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION: Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter	CAN DECISIONS BE MADE?	NORMED TECHNICAL EXCELLENCE: RELIABILITY: Test – Retest	Internal Consistency	Alternate Form	REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	TOTAL LETTER GRADES
Rating Range:	0-3	0-3	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	[illegible]
PRITCHARD-FOX PHONEME AUDITORY DISCRIMINATION TESTS - TEST FOUR Initial Consonants (AEA)	3	0	2	0	0	0	0	0	2	1	1	1	1	1	0	1	1	1	1	2	1	1	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F F P
PRITCHARD-FOX PHONEME AUDITORY DISCRIMINATION TESTS - TEST FOUR Initial Sounds (AEA)	3	0	2	0	0	0	0	0	2	1	1	1	1	1	0	1	1	1	1	2	1	1	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F F P
PRITCHARD-FOX PHONEME AUDITORY DISCRIMINATION TESTS - TEST FOUR Initial Vowels (AEA)	3	0	2	0	0	0	0	0	2	1	1	1	1	1	0	1	1	1	1	2	1	1	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F F P
PRITCHARD-FOX PHONEME AUDITORY DISCRIMINATION TESTS - TEST FOUR Medial Consonants (AEA)	3	0	2	0	0	0	0	0	2	1	1	1	1	1	0	1	1	1	1	2	1	1	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F F P
PRITCHARD-FOX PHONEME AUDITORY DISCRIMINATION TESTS - TEST FOUR Medial Sounds (AEA)	3	0	2	0	0	0	0	0	2	1	1	1	1	1	0	1	1	1	1	2	1	1	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F F P
PRITCHARD-FOX PHONEME AUDITORY DISCRIMINATION TESTS - TEST FOUR Medial Vowels (AEA)	3	0	2	0	0	0	0	0	2	1	1	1	1	1	0	1	1	1	1	2	1	1	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F F P
PRITCHARD-FOX PHONEME AUDITORY DISCRIMINATION TESTS - TEST FOUR Terminal Consonants (AEA)	3	0	2	0	0	0	0	0	2	1	1	1	1	1	0	1	1	1	1	2	1	1	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F F P
PRITCHARD-FOX PHONEME AUDITORY DISCRIMINATION TESTS - TEST FOUR Terminal Sounds (AEA)	3	0	2	0	0	0	0	0	2	1	1	1	1	1	0	1	1	1	1	2	1	1	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F F P
PRITCHARD-FOX PHONEME AUDITORY DISCRIMINATION TESTS - TEST FOUR Terminal Vowels (AEA)	3	0	2	0	0	0	0	0	2	1	1	1	1	1	0	1	1	1	1	2	1	1	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F F P
PRITCHARD-FOX PHONEME AUDITORY DISCRIMINATION TESTS - TEST FOUR Total Errors (AEA)	3	1	2	0	0	1	0	0	2	1	1	1	1	1	0	1	1	1	1	2	1	1	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F F P
PRITCHARD-FOX PHONEME AUDITORY DISCRIMINATION TESTS - TEST FOUR Vowel Sounds (AEA)	3	0	2	0	0	0	0	0	2	1	1	1	1	1	0	1	1	1	1	2	1	1	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F F P
QUICK NEUROLOGICAL SCREENING TEST Rhythm Discrimination (ATP)	2	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	0	1	0	1	1	1	0	0	0	1	0	0	0	0	0	0	P G P P
READING APTITUDE TESTS, PRIMARY Auditory Tests (HMC)	1	1	1	0	0	0	2	0	1	0	1	1	0	0	0	1	0	1	2	0	1	0	0	0	1	1	1	0	1	2	0	0	0	0	3	2	P P P P
ROSNER PERCEPTUAL SURVEY Rosner-Richman Perceptual Survey Auditory Organization (LRDC)	0	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P G P P
ROSNER PERCEPTUAL SURVEY Rosner-Richman Perceptual Survey Auditory-Visual (LRDC)	0	1	2	0	0	0	0	0	2	0	1	0	0	0	0	0	1	1	0	0	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
SCREENING TEST FOR AUDITORY PERCEPTION Part III (ATP)	0	0	2	0	0	0	0	1	2	0	1	1	1	1	1	1	0	1	1	2	1	1	2	1	1	1	0	0	1	0	0	0	0	0	2	2	P F F P
SCREENING TEST FOR AUDITORY PERCEPTION Part V (ATP)	0	0	2	0	0	0	0	1	2	0	1	1	1	1	1	1	0	1	1	2	1	1	2	1	1	1	0	0	1	0	0	0	0	0	0	2	P F F P
SCREENING TEST FOR AUDITORY PERCEPTION Total Raw Score (ATP)	0	0	1	0	0	0	0	1	2	0	1	1	1	1	1	1	0	1	1	2	1	0	2	1	1	1	0	0	1	0	2	0	0	0	3	2	P F F P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-F-P
SHORT TERM AUDITORY RETRIEVAL AND STORAGE TEST (PLS)	1	0	2	0	0	0	0	0	2	0	1	1	1	1	1	0	1	1	1	2	1	0	2	0	1	0	0	0	1	1	0	0	0	1	0	0	P F F P
STANFORD EARLY SCHOOL ACHIEVEMENT - LEVEL II Letters and Sounds (HBJ)	2	1	2	0	0	1	0	0	2	1	1	1	1	1	1	0	1	1	2	2	1	0	2	1	1	1	0	1	1	2	0	3	0	0	1	2	P G G P
TENVAD: TEST OF NONVERBAL AUDITORY DISCRIMINATION (FPC)	1	2	2	0	0	1	2	0	2	0	1	1	1	0	1	1	1	1	0	1	1	1	2	1	0	0	0	0	1	1	0	2	0	1	0	0	F F F P
TEST OF LISTENING ACCURACY IN CHILDREN (CRA)	1	1	1	0	0	0	0	0	1	0	1	0	1	1	1	1	1	0	1	0	1	0	2	1	1	0	1	0	0	0	0	2	0	1	3	1	P F F P
TESTING-TEACHING MODULE OF AUDITORY DISCRIMINATION Diagnostic Test Final Consonant Blend and Consonant Digraph Sounds (ATP)	2	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	1	1	1	1	1	1	0	0	1	3	0	0	0	0	0	0	P G F P
TESTING-TEACHING MODULE OF AUDITORY DISCRIMINATION Diagnostic Test Final Consonant Sounds (ATP)	2	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	1	1	1	1	1	1	0	0	1	3	0	0	0	0	0	0	P G F P
TESTING-TEACHING MODULE OF AUDITORY DISCRIMINATION Diagnostic Test Initial Consonant Blend (ATP)	2	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	1	1	1	1	1	1	0	0	1	3	0	0	0	0	0	0	P G F P
TESTING-TEACHING MODULE OF AUDITORY DISCRIMINATION Diagnostic Test Initial Consonant Sounds (ATP)	2	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	1	1	1	1	1	1	0	0	1	3	0	0	0	0	0	0	P G F P
TESTING-TEACHING MODULE OF AUDITORY DISCRIMINATION Diagnostic Test Vowel Sounds: Long and Short Vowels, Vowel Combinations (ATP)	2	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	1	1	1	1	1	1	0	0	1	3	0	0	0	0	0	0	P G F P
TESTING-TEACHING MODULE OF AUDITORY DISCRIMINATION Test of Auditory Discrimination (ATP)	2	1	2	0	0	0	2	0	1	0	1	1	1	1	1	1	1	1	2	0	1	0	1	1	1	1	0	0	1	3	0	0	0	0	0	0	P F F P
WORD INTELLIGIBILITY BY PICTURE IDENTIFICATION List I (SH)	2	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	0	1	2	1	0	0	0	0	0	0	0	0	0	0	0	0	P G P P
WORD INTELLIGIBILITY BY PICTURE IDENTIFICATION List II (SH)	2	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	0	1	2	1	1	0	0	0	0	0	0	0	0	0	0	0	P G P P
WORD INTELLIGIBILITY BY PICTURE IDENTIFICATION List III (SH)	2	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	0	1	2	1	1	0	0	0	0	0	0	0	0	0	0	0	P G P P
WORD INTELLIGIBILITY BY PICTURE IDENTIFICATION List IV (SH)	2	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	0	1	2	1	1	0	0	0	0	0	0	0	0	0	0	0	P G P P
II. PSYCHOMOTOR SKILLS																																					
BARCLAY EARLY CHILDHOOD ASSESSMENT GUIDE Motor Perceptual (ESD)	0	2	1	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	2	0	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
BASIC SCREENING AND REFERRAL FORM FOR CHILDREN WITH SUSPECTED LEARNING AND BEHAVIORAL DISABILITIES (FP)	0	2	0	0	0	0	0	0	0	0	1	1	0	0	0	1	0	1	2	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
DENNIS TEST OF CHILD DEVELOPMENT (WHD)	0	2	1	0	0	0	0	1	1	0	1	1	0	0	0	0	1	1	1	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1	P P P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-L
DEVEREUX TEST OF EXTREMITY COORDINATION Total Motor Functioning (DFP)	2	1	2	0	0	0	0	0	2	0	1	0	0	0	0	0	1	1	2	0	1	1	1	0	0	0	1	0	1	2	0	0	0	0	3	0	P P P P
DYSLEXIA SCHEDULE (EPS)	2	0	0	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	2	0	1	1	2	1	1	1	0	0	1	1	0	0	0	0	0	0	P F F P
EDUCATIONAL DEVELOPMENTAL PROGRAM - KIT I: EDUCATIONAL EVALUATION (BSP)	0	1	0	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	2	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
END OF FIRST GRADE PROGRESS SCALE (AP)	0	1	0	0	0	0	0	0	2	0	1	1	0	0	0	1	1	1	0	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
FROSTIG MOVEMENT SKILLS TEST BATTERY Total (CPP)	2	1	2	0	0	0	0	1	2	0	1	0	1	1	1	1	1	1	2	0	1	0	1	1	0	0	0	0	1	0	0	0	0	0	0	0	P G P P
HARRIS TEST OF LATERAL DOMINANCE Hand Dominance - Total (PC)	0	0	2	0	0	0	0	0	2	0	0	0	1	0	0	1	1	1	2	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
INITIAL LEARNING ASSESSMENT Perceptual-Motor Functions (ATP)	0	1	1	0	0	0	0	0	2	0	1	0	0	0	0	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
LINCOLN-OSERETSKY MOTOR DEVELOPMENT SCALE (CHS)	3	2	2	0	0	0	0	0	2	2	1	1	1	1	1	1	1	1	2	0	1	0	0	1	1	1	0	0	1	0	0	3	0	0	1	1	P G P P
MATURITY LEVEL FOR SCHOOL ENTRANCE AND READING READINESS (AGS)	2	2	1	0	1	0	0	0	1	1	1	1	1	0	1	1	1	1	2	0	1	0	1	1	0	1	0	0	1	2	2	0	0	0	0	0	P F P P
McCARTHY SCALES OF CHILDREN'S ABILITIES Motor (PC)	1	1	1	1	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	0	0	1	0	1	1	1	0	1	0	1	0	0	3	2	P F P P
MEETING STREET SCHOOL SCREENING TEST (FOR LEARNING DISABILITIES MSSST Total (CCARI)	1	2	1	0	1	0	2	0	2	0	1	1	0	0	1	1	1	1	1	0	1	1	0	1	1	0	0	0	0	1	0	0	0	0	0	2	P F P P
MOTOR PROBLEMS INVENTORY (WPS)	2	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	0	0	1	0	1	1	0	1	1	0	0	0	0	0	0	P F P P
OSERETSKY TESTS OF MOTOR PROFICIENCY Motor Level (AGS)	0	1	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
PRESCHOOL ATTAINMENT RECORD Attainment Quotient (AGS)	1	1	0	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	1	0	1	0	0	1	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
PSYCHOEDUCATIONAL INVENTORY OF BASIC LEARNING ABILITIES (FP)	0	2	0	0	0	0	0	0	1	0	1	1	1	0	0	1	1	1	1	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	P F P P
QUICK NEUROLOGICAL SCREENING TEST Total (ATP)	2	1	1	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	0	0	0	1	1	1	0	0	0	2	0	0	0	0	0	0	P F P P
QUICK SCREENING SCALE OF MENTAL DEVELOPMENT General Mental Level (PA)	1	1	1	0	0	0	0	0	1	0	1	1	0	0	0	0	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	P P P P
ROSNER PERCEPTUAL SURVEY Rosner-Richman Perceptual Survey Total (LRDC)	0	0	1	0	0	0	0	0	2	0	0	1	1	0	0	0	1	1	2	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent / Factorial	Experimental / Evolutionary				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustrations & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-3	0-3	0-1	0-2	0-2	[illegible]
TEST OF MOTOR IMPAIRMENT (BEP)	3	2	2	0	1	0	0	1	2	0	1	0	0	0	1	1	1	1	2	0	1	1	0	1	0	0	0	0	1	0	0	0	0	0	0	0	F F P P
VALETT DEVELOPMENTAL SURVEY OF BASIC LEARNING ABILITIES Motor Integration and Physical Development (CPP)	1	1	2	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	F F P P
13A. Fine Motor Skills																																					
ANTON BRENNER DEVELOPMENTAL GESTALT TEST OF SCHOOL READINESS Ten Dot Gestalt (+ and -) (WPS)	0	1	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	1	1	1	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
ARTHUR POINT SCALE OF PERFORMANCE TEST, REVISED FORM II Seguin Form Board (Arthur Revision) (PC)	0	1	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	0	1	2	0	0	0	1	0	0	0	0	0	0	1	0	2	P F P P
ARTHUR POINT SCALE OF PERFORMANCE TEST, REVISED FORM II Total Point Score - Healy Picture Completion Omitted (PC)	0	1	1	0	0	0	0	0	1	0	1	1	0	0	1	1	1	1	2	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	2	P F P P
ARTHUR POINT SCALE OF PERFORMANCE TEST, REVISED FORM II Total Point Score - Porteus Maze Omitted (PC)	0	1	1	0	0	0	0	0	1	0	1	1	0	0	1	0	1	1	2	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	2	P F P P
BABCOCK TEST OF MENTAL EFFICIENCY Motor A (WPS)	0	2	1	0	2	0	0	0	0	0	1	0	1	0	1	1	1	1	2	0	0	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	P F P P
BABCOCK TEST OF MENTAL EFFICIENCY Motor B (WPS)	0	1	1	0	0	0	0	0	1	0	1	1	1	1	0	1	1	1	2	0	0	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	P F P P
BABCOCK TEST OF MENTAL EFFICIENCY Motor Control (WPS)	0	1	2	0	0	0	0	0	0	0	1	0	1	0	0	1	1	1	0	0	0	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	P P P P
BASIC SCHOOL SKILLS INVENTORY Handwriting (FPC)	1	1	1	0	1	1	0	0	2	1	1	1	1	0	1	1	1	1	2	0	1	1	0	1	0	1	0	0	1	2	0	2	0	0	0	2	P G P P
BENDER GESTALT TEST FOR YOUNG CHILDREN (KOPPITZ SCORING SYSTEM) Developmental Score (WPS)	2	1	2	0	1	1	0	0	2	0	1	1	1	0	1	1	1	1	2	0	0	1	0	1	1	0	0	0	0	1	1	0	0	0	0	0	P F P P
BENDER GESTALT TEST FOR YOUNG CHILDREN (KOPPITZ SCORING SYSTEM) Evaluation for Brain Injury (WPS)	2	1	2	0	2	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	P F P P
BENDER GESTALT TEST FOR YOUNG CHILDREN (KOPPITZ SCORING SYSTEM) Number of Emotional Indicators (WPS)	2	1	2	0	1	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	P F P P
BENDER VISUAL MOTOR GESTALT TEST FOR CHILDREN (WPS)	1	1	2	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	P F P P
BIMODAL REACTION TIME TEST (IDS)	0	0	0	0	0	0	0	0	0	0	1	1	1	1	0	0	1	1	2	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
CHILD'S ABILITY PROFILE - KINDERGARTEN AND SPECIAL EDUCATION: FORM B (IFE)	0	2	2	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	1	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
CLYMER-BARRETT PREREADING BATTERY Visual-Motor Coordination (PP)	2	1	2	0	0	1	2	0	2	0	1	1	1	1	1	1	1	1	2	2	1	0	0	1	1	1	0	1	1	2	0	3	0	1	1	1	F G F P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADUATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent / Factorial	Experimental / Evaluational				Item Receptiveness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Coding Range	0-2	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-3	G–A
DENNIS VISUAL PERCEPTION SCALE Design 1 (WPS)	2	1	2	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	2	2	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
DENNIS VISUAL PERCEPTION SCALE Design 2 (WPS)	2	0	2	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	2	2	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
DENNIS VISUAL PERCEPTION SCALE Design 3 (WPS)	2	0	2	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	2	2	1	0	1	0	0	1	0	0	0	0	0	0	0	0	0	2	P F P P
DENNIS VISUAL PERCEPTION SCALE Design 4 (WPS)	2	0	2	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	2	2	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
DENNIS VISUAL PERCEPTION SCALE Design 5 (WPS)	2	0	2	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	2	2	1	0	1	0	0	1	0	0	0	0	0	0	0	0	0	2	P F P P
DENNIS VISUAL PERCEPTION SCALE Design 6 (WPS)	2	0	2	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	2	2	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
DENNIS VISUAL PERCEPTION SCALE Design 7 (WPS)	2	0	2	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	2	2	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
DENNIS VISUAL PERCEPTION SCALE Design 8 (WPS)	2	0	2	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	2	2	1	0	1	0	0	1	0	0	0	0	0	0	0	0	0	2	P F P P
DENNIS VISUAL PERCEPTION SCALE Design 9 (WPS)	2	0	2	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	2	2	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
DENNIS VISUAL PERCEPTION SCALE Design 10 (WPS)	2	0	2	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	2	2	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
DENNIS VISUAL PERCEPTION SCALE Design 11 (WPS)	2	0	2	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	2	2	1	0	1	0	0	1	0	0	0	0	0	0	0	0	0	2	P F P P
DENNIS VISUAL PERCEPTION SCALE Design 12 (WPS)	2	0	2	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	2	2	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
DENNIS VISUAL PERCEPTION SCALE Design 13 (WPS)	2	0	2	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	2	2	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
DENNIS VISUAL PERCEPTION SCALE Design 14 (WPS)	2	0	2	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	2	2	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
DENNIS VISUAL PERCEPTION SCALE Design 15 (WPS)	2	0	2	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	2	2	1	0	1	0	0	1	0	0	0	0	0	0	0	0	0	2	P F P P
DENNIS VISUAL PERCEPTION SCALE Design 16 (WPS)	2	0	2	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	2	2	1	0	1	0	0	1	0	0	0	0	0	0	0	0	0	2	P F P P
DENNIS VISUAL PERCEPTION SCALE Design 17 (WPS)	2	0	2	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	2	2	1	0	1	0	0	1	0	0	0	0	0	0	0	0	0	2	P F P P
DENNIS VISUAL PERCEPTION SCALE Design 18 (WPS)	2	0	2	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	2	2	1	0	1	0	0	1	0	0	0	0	0	0	0	0	0	2	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-F-P
DENNIS VISUAL PERCEPTION SCALE Design 19 (WPS)	2	0	2	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	2	2	1	0	1	0	0	1	0	0	0	0	0	0	0	0	0	2	P F P P
DENNIS VISUAL PERCEPTION SCALE Design 20 (WPS)	2	0	2	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	2	2	1	0	1	0	0	1	0	0	0	0	0	0	0	0	0	2	P F P P
DETROIT TEST OF LEARNING APTITUDE Motor Speed and Precision (BMC)	0	1	2	0	0	0	0	0	2	0	1	1	0	1	1	1	1	1	2	0	0	1	1	1	1	1	1	0	0	0	0	0	0	1	0	1	P F P P
DEVELOPMENTAL TEST OF VISUAL-MOTOR INTEGRATION (FPC)	2	1	2	0	1	1	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	1	0	0	0	1	1	0	0	2	0	2	0	0	0	2	P G F P
DEVEREUX TEST OF EXTREMITY COORDINATION Fine Motor Ability (DFP)	2	0	2	0	0	0	0	0	2	0	1	0	0	0	0	1	1	1	2	0	1	1	2	0	0	0	1	0	1	2	0	0	0	0	3	0	P F F P
DIAGNOSTIC READING TESTS, SURVEY SECTION: K-4, READINESS BKLET. Eye-Hand and Motor Coordination, Copying (CDRT)	0	1	2	0	0	0	0	0	2	0	1	0	0	0	1	1	1	1	2	1	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
FROSTIG MOVEMENT SKILLS TEST BATTERY Bead Stringing (CPP)	2	1	2	2	0	0	0	1	2	1	1	1	1	1	1	0	1	1	2	0	1	1	2	1	0	1	0	0	1	0	0	1	0	0	3	2	P G P P
FROSTIG MOVEMENT SKILLS TEST BATTERY Block Transfer (CPP)	2	1	2	2	0	0	0	1	2	1	1	1	1	0	1	0	1	1	2	0	1	1	2	1	0	1	0	0	1	0	0	1	0	0	0	2	P G P P
FROSTIG MOVEMENT SKILLS TEST BATTERY Fist - Edge - Palm (CPP)	2	1	2	2	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	0	1	1	1	1	0	1	0	0	1	0	0	1	0	1	0	1	P G P P
FROSTIG MOVEMENT SKILLS TEST BATTERY Hand-Eye Coordination (CPP)	2	2	2	0	0	0	0	1	2	0	1	1	1	0	1	0	1	1	2	0	1	1	1	1	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
GESELL DEVELOPMENTAL KIT Copy Forms (WPS)	0	1	2	0	1	0	0	0	2	1	1	1	0	0	1	1	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
GESELL DEVELOPMENTAL KIT Incomplete Man (WPS)	0	1	2	0	1	0	0	0	2	1	1	0	0	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
HARRIS TEST OF LATERAL DOMINANCE Dealing Cards (PC)	0	0	2	0	0	0	0	0	2	0	1	1	0	1	1	1	1	1	1	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
HARRIS TEST OF LATERAL DOMINANCE Eye Dominance - Total (PC)	0	0	2	0	0	0	0	0	2	0	1	0	0	0	1	1	1	1	1	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
HARRIS TEST OF LATERAL DOMINANCE Handwriting (PC)	0	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
HARRIS TEST OF LATERAL DOMINANCE Simultaneous Writing (PC)	0	0	2	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
HARRIS TEST OF LATERAL DOMINANCE Tapping (PC)	0	0	2	0	0	0	0	0	2	0	1	0	0	0	0	1	1	1	2	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
INVENTORY OF READINESS SKILLS Visual and Motor Skills Visual-Motor Coordination (EPI)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	0	1	1	0	0	0	0	0	0	1	1	0	0	0	1	0	0	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-F-P
MacMILLAN READING READINESS TEST, REVISED EDITION Visual-Motor (MC)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	1	1	1	0	1	1	1	0	0	1	1	0	3	0	0	0	1	P F F P
MANUAL ACCURACY AND SPEED TEST Alternate Tapping (LIC)	1	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
MANUAL ACCURACY AND SPEED TEST Large Peg Placement (LIC)	1	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
MANUAL ACCURACY AND SPEED TEST Nails Transfer (LIC)	1	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
MANUAL ACCURACY AND SPEED TEST Small Peg Placement (LIC)	1	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
MANUAL ACCURACY AND SPEED TEST Steadiness (LIC)	1	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
MARIANNE FROSTIG DEVELOPMENTAL TEST OF VISUAL PERCEPTION Eye-Motor Coordination (CPP)	1	1	2	0	0	0	0	0	2	0	1	1	1	1	1	0	1	1	2	1	0	1	1	1	0	0	1	0	0	0	0	1	0	0	0	2	P F P P
McCARTHY SCALES OF CHILDREN'S ABILITIES Perceptual-Performance (PC)	1	1	1	0	0	1	2	0	2	0	1	1	1	0	1	1	1	1	2	0	1	0	0	1	0	1	1	1	0	1	2	0	0	0	3	2	P F P P
MEETING STREET SCHOOL SCREENING TEST (FOR LEARNING DISABILITIES) Visual-Perceptual-Motor Subtest (CCARI)	1	1	1	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	1	0	1	1	0	1	0	1	0	0	0	0	0	0	0	1	3	2	P F P P
MERTENS VISUAL PERCEPTION TEST Design Completion (WPS)	2	1	2	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	2	2	1	1	0	1	0	1	0	0	1	2	0	0	0	0	0	1	P F F P
MERTENS VISUAL PERCEPTION TEST Design Copying (WPS)	2	1	2	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	2	2	1	1	0	1	0	1	0	0	1	2	0	0	0	0	0	1	P F F P
MERTENS VISUAL PERCEPTION TEST Design Reproduction (WPS)	2	1	2	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	2	2	1	1	0	1	0	1	0	0	1	2	0	0	0	0	0	1	P F F P
MERTENS VISUAL PERCEPTION TEST Total (WPS)	2	1	1	0	0	2	2	0	2	0	1	1	1	0	0	1	1	1	2	2	1	0	0	1	1	1	0	0	1	2	0	0	0	0	1	1	F F F P
METROPOLITAN READINESS TESTS Copying (HBJ)	1	1	2	0	0	1	2	0	2	0	1	1	1	1	1	1	1	1	2	1	1	1	0	1	1	1	0	1	1	1	0	2	0	1	0	0	P G F P
MINNESOTA PERCEPTO-DIAGNOSTIC TEST DCD - Distortion Circle-Diamond (CPPC)	3	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	0	1	0	1	0	0	0	0	0	2	0	0	0	0	0	0	P F P P
MINNESOTA PERCEPTO-DIAGNOSTIC TEST DD - Distortion Dots (CPPC)	3	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	0	1	0	1	0	0	0	0	0	2	0	0	0	0	0	0	P F P P
MINNESOTA PERCEPTO-DIAGNOSTIC TEST Rotation (CPPC)	3	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	0	1	1	1	0	0	0	0	0	2	0	0	0	0	0	0	P F P P
MINNESOTA PERCEPTO-DIAGNOSTIC TEST SPCD - Separation (CPPC)	3	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	0	1	0	1	0	0	0	0	0	2	0	0	0	0	0	0	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT					COMPREHENSION			INSTRUCTIONS			FORMAT					ADMINISTRATION					INTERPRETATION						RELIABILITY						
	Item Selection	% Goal Assessed	% Items Belonging	Divergent / Factorial	Experimental / Evaluational	CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence	POWER/SPEED TEST	RECORDING ANSWERS	Testing Group Size	Administrator	Time	EASE OF SCORING	QUALITY OF MANUAL	Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter	CAN DECISIONS BE MADE?	Test — Retest	Internal Consistency	Alternate Form	REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-F-P
MINNESOTA PERCEPTO-DIAGNOSTIC TEST Total Score (CPPC)	3	2	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	0	1	0	1	0	0	1	0	0	2	0	2	1	0	0	2	P F P P
MOORE EYE-HAND COORDINATION AND COLOR-MATCHING TEST Speed of Eye-Hand Coordination (JEM)	0	1	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	0	1	1	2	0	1	1	0	0	1	0	0	0	0	1	3	1	P G P P
OSERETSKY TESTS OF MOTOR PROFICIENCY Speed (AGS)	0	0	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
PORTEUS MAZE TESTS Qualitative Score (PC)	1	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	0	1	1	0	1	0	0	1	0	1	0	0	0	0	0	0	0	P F P P
PRE-READING SCREENING PROCEDURES Visual-Motor Copying (EPS)	0	1	2	0	0	0	0	1	2	0	1	1	1	0	1	1	1	0	2	1	1	1	0	0	0	1	0	0	1	1	0	0	0	1	0	1	P F P P
PRESCHOOL ATTAINMENT RECORD Manipulation (AGS)	1	2	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	1	0	1	0	0	1	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
PRIMARY VISUAL MOTOR TEST (GS)	2	1	2	0	1	1	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	0	0	1	0	1	1	0	1	0	0	0	0	0	0	0	P F P P
QUICK NEUROLOGICAL SCREENING TEST Figure Recognition and Production (ATP)	2	1	1	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	0	1	0	1	1	1	0	0	0	1	0	0	0	0	0	0	P F P P
QUICK NEUROLOGICAL SCREENING TEST Hand Skill (Writing) (ATP)	2	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	0	1	0	1	1	1	0	0	0	1	0	0	0	0	0	0	P F P P
QUICK NEUROLOGICAL SCREENING TEST Thumb and Finger Circles (ATP)	2	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	0	1	0	1	1	1	0	0	0	1	0	0	0	0	0	0	P G P P
QUICK SCREENING SCALE OF MENTAL DEVELOPMENT Manual Performance (PA)	1	1	2	0	0	0	0	0	1	0	1	1	0	0	0	0	1	1	2	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	P P P P
READING APTITUDE TESTS, PRIMARY Motor Tests (HMC)	1	1	2	0	0	0	1	0	2	0	1	1	1	0	1	0	1	1	2	2	1	0	0	0	1	0	1	0	1	2	0	0	0	0	3	1	P F F P
ROSNER PERCEPTUAL SURVEY Rosner-Richman Perceptual Survey Gesell Copy Form (LRDC)	0	0	2	0	0	0	0	0	2	0	1	1	0	0	0	0	1	1	1	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
ROSNER PERCEPTUAL SURVEY Rosner-Richman Perceptual Survey Rutgers Drawing Test (LRDC)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	0	0	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
RUTGERS DRAWING TEST - FORM A (ASS)	1	1	2	1	0	0	2	1	1	0	1	1	1	0	1	1	1	1	2	1	1	1	0	0	0	0	1	0	1	0	0	0	1	0	0	0	P F P P
RUTGERS DRAWING TEST - FORM B (ASS)	2	1	2	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	2	1	1	1	0	0	0	0	1	0	1	0	0	0	1	0	0	0	P F P P
SCREENING TESTS TO BE USED BY THE CLASSROOM TEACHER Wold Digit-Symbol Test (ATP)	0	1	2	0	0	0	0	0	2	0	1	0	0	1	1	1	1	1	2	0	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
SCREENING TESTS TO BE USED BY THE CLASSROOM TEACHER Wold Visuo-Motor Test (ATP)	0	0	2	0	0	0	0	0	2	0	0	0	0	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent / Factorial	Experimental/ Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-F-P
SIMKOV PERCEPTUAL ORGANIZATION INVENTORY Perceptual Motor Age (AES)	0	1	2	0	0	0	0	1	2	0	1	1	0	0	1	1	1	1	2	2	1	0	0	0	0	1	0	0	1	2	0	0	0	0	0	2	P F P P
SIMKOV PERCEPTUAL ORGANIZATION INVENTORY Problem Index (AES)	0	0	2	0	0	0	0	1	2	0	1	1	0	0	1	1	1	1	2	2	1	0	0	0	0	1	0	0	1	2	0	0	0	0	0	2	P F P P
SLINGERLAND SCREENING TESTS FOR IDENTIFYING CHILDREN WITH SPECIFIC LANGUAGE DISABILITY - FORM A Copying - Chart (EPS)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	2	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
SLINGERLAND SCREENING TESTS FOR IDENTIFYING CHILDREN WITH SPECIFIC LANGUAGE DISABILITY - FORM A Copying - Page (EPS)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	0	2	2	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
SLINGERLAND SCREENING TESTS FOR IDENTIFYING CHILDREN WITH SPECIFIC LANGUAGE DISABILITY - FORM A Copying Total (EPS)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	0	2	2	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
SLOSSON DRAWING COORDINATION TEST FOR CHILDREN AND ADULTS (SEP)	2	1	2	0	0	0	0	1	2	0	1	0	1	0	0	1	1	1	2	2	1	1	0	0	0	1	0	0	1	1	0	0	0	0	0	0	P F P P
SOUTHERN CALIFORNIA SENSORY INTEGRATION TESTS Design Copying (WPS)	1	0	2	0	0	0	0	0	2	0	1	1	1	1	0	0	1	1	2	0	0	1	1	0	0	1	1	0	0	0	0	0	0	0	0	1	P F P P
SOUTHERN CALIFORNIA SENSORY INTEGRATION TESTS Motor Accuracy Less Accurate Hand, Accuracy Score (WPS)	1	1	2	0	0	0	0	0	2	0	1	0	0	1	1	1	1	1	2	0	0	1	1	0	0	1	1	0	0	0	0	3	0	0	0	1	P F P P
SOUTHERN CALIFORNIA SENSORY INTEGRATION TESTS Motor Accuracy Less Accurate Hand, Adjusted Score (WPS)	1	1	2	0	0	0	0	0	2	0	1	0	0	1	1	1	1	1	2	0	0	1	1	0	0	1	1	0	0	0	0	2	0	0	0	1	P F P P
SOUTHERN CALIFORNIA SENSORY INTEGRATION TESTS Motor Accuracy More Accurate Hand, Accuracy Score (WPS)	1	1	2	0	0	0	0	0	2	0	1	0	0	1	1	1	1	1	2	0	0	1	1	0	0	1	1	0	0	0	0	2	0	0	0	1	P F P P
SOUTHERN CALIFORNIA SENSORY INTEGRATION TESTS Motor Accuracy More Accurate Hand, Adjusted Score (WPS)	1	1	2	0	0	0	0	0	2	0	1	0	0	1	1	1	1	1	2	0	0	1	1	0	0	1	1	0	0	0	0	2	0	0	0	1	P F P P
STANDARD READING TESTS Copying Abstract Figures (ACER)	0	1	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
VALETT DEVELOPMENTAL SURVEY OF BASIC LEARNING ABILITIES Visual-Motor Coordination (CPP)	1	2	2	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
VISUAL ANALYSIS TEST (LRDC)	1	1	2	0	0	2	0	0	2	2	1	1	1	0	1	0	1	1	2	0	1	0	1	0	0	0	0	0	1	0	0	0	0	0	[illegible]	0	P G P P
VISUAL MOTOR GESTALT TEST (AOA)	2	1	2	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	0	0	0	1	0	0	1	0	0	0	0	0	0	P F P P
WECHSLER INTELLIGENCE SCALE FOR CHILDREN - REVISED Coding (PC)	1	1	2	1	0	1	0	0	2	0	1	1	1	1	1	1	1	1	2	0	0	1	1	1	1	0	0	1	0	0	1	0	0	1	3	1	P G P P
WECHSLER PRESCHOOL AND PRIMARY SCALE OF INTELLIGENCE Performance IQ (PC)	1	2	1	0	0	0	0	0	1	0	1	1	0	0	1	1	1	1	2	0	0	0	0	1	1	1	0	1	0	1	0	3	0	1	3	2	P F P F
WECHSLER PRESCHOOL AND PRIMARY SCALE OF INTELLIGENCE Performance Tests Animal House (PC)	1	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	0	1	1	1	0	1	0	1	0	0	0	0	0	1	3	1	P G P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Educational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test-Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	[illegible]
WECHSLER PRESCHOOL AND PRIMARY SCALE OF INTELLIGENCE Performance Tests Geometric Design (PC)	1	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	0	1	0	1	0	1	0	1	0	0	0	2	0	1	3	1	P F P P
WINTER HAVEN PERCEPTUAL TEST Incomplete Form Test (WHL)	2	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	1	1	1	0	0	0	0	0	0	1	3	0	0	0	0	0	0	P F P P
WINTER HAVEN PERCEPTUAL TEST Perceptual Form Test (WHL)	2	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	1	1	1	0	0	0	0	0	0	1	3	0	0	0	0	0	0	P F P P
23B. Gross Motor Skills																																					
AAMD ADAPTIVE BEHAVIOR SCALE Physical Development (AAMD)	2	2	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	1	1	1	1	0	1	1	0	1	1	0	0	0	0	3	1	P G F P
BARCLAY EARLY CHILDHOOD ASSESSMENT GUIDE Sensory and Memory Discrimination (ESD)	0	0	1	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	2	0	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
BURKS' BEHAVIOR RATING SCALES Poor Coordination (AP)	2	1	1	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	0	1	1	1	1	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
DEVELOPMENTAL PROFILE Physical Age (PDP)	1	1	1	0	0	0	0	0	2	1	1	1	0	0	1	1	0	1	2	0	1	0	1	1	0	0	1	0	1	0	0	0	0	0	0	0	P F P P
DEVEREUX TEST OF EXTREMITY COORDINATION Perceptual Motor Activity (DFP)	2	0	2	0	0	0	0	0	2	0	1	1	0	0	1	0	1	1	2	0	1	1	2	0	0	0	1	0	1	2	0	0	0	0	3	0	P F F P
DEVEREUX TEST OF EXTREMITY COORDINATION Sequential Motor Ability (DFP)	2	0	1	0	0	0	0	0	2	0	1	0	1	0	1	1	1	1	2	0	1	1	1	0	0	0	1	0	1	2	0	0	0	0	3	0	P F P P
DEVEREUX TEST OF EXTREMITY COORDINATION Static Balance (DFP)	2	0	2	0	0	0	0	0	2	0	1	0	0	1	1	1	1	1	2	0	1	1	2	0	0	0	1	0	1	2	0	0	0	0	0	0	P F F P
DIAGNOSTIC READING TEST A Test of Laterality Establishing Hand and Foot Dominance (MPC)	0	0	0	0	0	0	0	0	2	0	1	0	0	0	0	1	1	1	2	0	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
FROSTIG MOVEMENT SKILLS TEST BATTERY Balance (CPP)	2	1	2	0	0	0	0	1	2	0	1	0	1	1	1	1	1	1	2	0	1	1	1	1	0	0	0	0	1	0	0	0	0	0	0	0	P G P P
FROSTIG MOVEMENT SKILLS TEST BATTERY Bean Bag Throw (CPP)	2	0	2	2	0	0	0	1	2	0	1	1	1	1	1	0	1	1	2	0	1	1	2	1	0	1	0	0	1	0	0	2	0	0	0	1	P G P P
FROSTIG MOVEMENT SKILLS TEST BATTERY Chair Push-ups (CPP)	2	0	2	2	0	0	0	1	2	1	1	0	1	1	1	1	1	1	2	0	1	1	2	1	0	1	0	0	1	0	0	1	0	0	3	2	P G P P
FROSTIG MOVEMENT SKILLS TEST BATTERY Flexibility (CPP)	2	0	2	0	0	0	0	1	2	1	1	1	1	1	1	1	1	1	2	0	1	1	1	1	0	0	0	0	1	0	0	0	0	1	0	0	P G P P
FROSTIG MOVEMENT SKILLS TEST BATTERY One Foot Balance, Eyes Closed (CPP)	2	0	2	2	0	0	0	1	2	0	1	0	1	1	1	1	1	1	2	0	1	1	2	1	0	1	0	0	1	0	0	2	0	0	0	2	P G P P
FROSTIG MOVEMENT SKILLS TEST BATTERY One Foot Balance, Eyes Open (CPP)	2	0	2	2	0	0	0	1	2	0	1	0	1	1	1	1	1	1	2	0	1	1	2	1	0	1	0	0	1	0	0	2	0	0	0	1	P G P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	Gr.a.
FROSTIG MOVEMENT SKILLS TEST BATTERY Sit-ups (CPP)	2	0	2	2	0	0	0	1	2	1	1	0	1	1	1	1	1	1	2	0	1	1	2	1	0	1	0	0	1	0	0	1	0	0	0	1	P G P P
FROSTIG MOVEMENT SKILLS TEST BATTERY Sitting, Bending, Reaching (CPP)	2	0	2	2	0	0	0	1	2	1	1	1	1	1	1	1	1	1	2	0	1	1	2	1	0	1	0	0	1	0	0	2	0	1	3	1	P G P P
FROSTIG MOVEMENT SKILLS TEST BATTERY Strength (CPP)	2	1	1	0	0	0	0	1	2	0	1	0	1	1	1	1	1	1	2	0	1	1	1	1	0	0	0	0	1	0	0	0	0	0	0	0	P G P P
FROSTIG MOVEMENT SKILLS TEST BATTERY Visually Guided Movement (CPP)	2	0	2	0	0	0	0	1	2	0	1	1	1	1	1	0	1	1	2	0	1	1	1	1	0	0	0	0	1	0	0	0	0	0	0	0	P G P P
FROSTIG MOVEMENT SKILLS TEST BATTERY Walking Board (CPP)	2	0	2	2	0	0	0	1	2	1	1	0	1	1	1	1	1	1	2	0	1	1	2	1	0	1	0	0	1	0	0	1	0	0	0	0	P G P P
GESELL DEVELOPMENTAL KIT Right and Left Double Command (WPS)	0	1	2	0	1	0	0	0	1	2	1	1	0	0	1	1	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
GESELL DEVELOPMENTAL KIT Right and Left Single Commands (WPS)	0	1	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
HARRIS TEST OF LATERAL DOMINANCE Foot Dominance - Total (PC)	0	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
HARRIS TEST OF LATERAL DOMINANCE Hand Preferences (PC)	0	0	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
HARRIS TEST OF LATERAL DOMINANCE Strength of Grip (PC)	0	0	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
KAHN TEST OF SYMBOL ARRANGEMENT Arrangement Time (PTS)	1	0	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
KAHN TEST OF SYMBOL ARRANGEMENT Contact (PTS)	1	0	1	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
KAHN TEST OF SYMBOL ARRANGEMENT Position of Objects on Strip (PTS)	1	0	1	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
MEETING STREET SCHOOL SCREENING TEST (FOR LEARNING DISABILITIES) Motor Patterning Subtest (CCARI)	1	2	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	1	0	1	0	1	0	0	0	0	0	0	0	0	2	2	P F P P
OSERETSKY TESTS OF MOTOR PROFICIENCY Dynamic Manual (AGS)	0	0	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
OSERETSKY TESTS OF MOTOR PROFICIENCY General Static (AGS)	0	0	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
OSERETSKY TESTS OF MOTOR PROFICIENCY Simultaneous Movements (AGS)	0	0	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
OSERETSKY TESTS OF MOTOR PROFICIENCY Synkinesia (AGS)	0	0	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evolutional				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-P
PRESCHOOL ATTAINMENT RECORD Ambulation (AGS)	1	1	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	1	0	1	0	0	1	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
PRESCRIPTIVE TEACHING SERIES Motor Skills (PEI)	1	2	2	0	0	0	0	0	1	0	1	1	0	0	1	1	0	1	1	0	1	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	P P P P
QUICK NEUROLOGICAL SCREENING TEST Arm and Leg Extension (ATP)	1	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	0	1	0	1	1	1	0	0	0	1	0	0	0	0	0	0	P G P P
QUICK NEUROLOGICAL SCREENING TEST Finger to Nose (ATP)	2	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	0	1	0	1	1	1	0	0	0	1	0	0	0	0	0	0	P G P P
QUICK NEUROLOGICAL SCREENING TEST Rapid Hand Movements (ATP)	2	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	0	1	0	1	1	1	0	0	0	1	0	0	0	0	0	0	P G P P
QUICK NEUROLOGICAL SCREENING TEST Stand and Skip (ATP)	1	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	0	1	0	1	1	1	0	0	0	1	0	0	0	0	0	0	P G P P
QUICK NEUROLOGICAL SCREENING TEST Tandem Walk (ATP)	1	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	0	1	0	1	1	1	0	0	0	1	0	0	0	0	0	0	P G P P
QUICK SCREENING SCALE OF MENTAL DEVELOPMENT Bodily Coordination (PA)	1	1	2	0	0	0	0	0	1	0	1	1	0	0	0	0	1	1	1	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	P P P P
ROSNER PERCEPTUAL SURVEY Optometric Subscales Pursuits (LRDC)	0	0	2	0	0	0	0	0	2	0	1	0	0	0	0	0	1	1	2	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
ROSNER PERCEPTUAL SURVEY Rosner-Richman Perceptual Survey Motor Skills (LRDC)	0	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	2	0	0	0	0	0	1	0	0	0	0	1	0	0	P F P P
ROSNER PERCEPTUAL SURVEY Rosner-Richman Perceptual Survey Rhythmic Hop and Tap (LRDC)	0	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P G P P
SOUTHERN CALIFORNIA SENSORY INTEGRATION TESTS Bilateral Motor Coordination (WPS)	1	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	0	1	0	0	0	1	1	0	0	0	0	0	0	0	0	1	P G P P
SOUTHERN CALIFORNIA SENSORY INTEGRATION TESTS Crossing Mid-Line of Body Crossed Items Only, Left Hand (WPS)	1	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	0	1	1	0	0	1	1	0	0	0	0	0	0	0	0	1	P G P P
SOUTHERN CALIFORNIA SENSORY INTEGRATION TESTS Crossing Mid-Line of Body Crossed Items Only, Right Hand (WPS)	1	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	0	1	1	0	0	1	1	0	0	0	0	0	0	0	0	1	P G P P
SOUTHERN CALIFORNIA SENSORY INTEGRATION TESTS Crossing Mid-Line of Body Crossed Items Only, Total (WPS)	1	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	0	1	1	0	0	1	1	0	0	0	0	0	0	0	0	1	P G P P
SOUTHERN CALIFORNIA SENSORY INTEGRATION TESTS Crossing Mid-Line of Body Left Hand (WPS)	1	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	0	1	1	0	0	1	1	0	0	0	0	0	0	0	0	1	P G P P
SOUTHERN CALIFORNIA SENSORY INTEGRATION TESTS Crossing Mid-Line of Body Right Hand (WPS)	1	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	0	1	1	0	0	1	1	0	0	0	0	0	0	0	0	1	P G P P
SOUTHERN CALIFORNIA SENSORY INTEGRATION TESTS Crossing Mid-Line of Body Total (WPS)	1	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	0	1	1	0	0	1	1	0	0	0	0	0	0	0	0	1	P G P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-P
SOUTHERN CALIFORNIA SENSORY INTEGRATION TESTS Imitation of Postures (WPS)	1	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	0	1	0	0	0	1	1	0	0	0	0	0	0	0	0	1	P G P P
SOUTHERN CALIFORNIA SENSORY INTEGRATION TESTS Kinesthesia Left Hand (WPS)	1	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	0	1	1	0	0	1	1	0	0	0	0	0	0	0	0	1	P F P P
SOUTHERN CALIFORNIA SENSORY INTEGRATION TESTS Kinesthesia Right Hand (WPS)	1	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	0	1	1	0	0	1	1	0	0	0	0	0	0	0	0	1	P F P P
SOUTHERN CALIFORNIA SENSORY INTEGRATION TESTS Kinesthesia Total (WPS)	1	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	0	1	1	0	0	1	1	0	0	0	0	0	0	0	0	1	P F P P
SOUTHERN CALIFORNIA SENSORY INTEGRATION TESTS Standing Balance: Eyes Closed Left (WPS)	1	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	0	1	2	0	0	1	1	0	0	0	0	0	0	0	0	1	P G P P
SOUTHERN CALIFORNIA SENSORY INTEGRATION TESTS Standing Balance: Eyes Closed Right (WPS)	1	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	0	1	2	0	0	1	1	0	0	0	0	0	0	0	0	1	P G P P
SOUTHERN CALIFORNIA SENSORY INTEGRATION TESTS Standing Balance: Eyes Closed Total (WPS)	1	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	0	1	2	0	0	1	1	0	0	0	0	0	0	0	0	1	P G P P
SOUTHERN CALIFORNIA SENSORY INTEGRATION TESTS Standing Balance: Eyes Open Left (WPS)	1	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	0	1	2	0	0	1	1	0	0	0	0	0	0	0	0	1	P G P P
SOUTHERN CALIFORNIA SENSORY INTEGRATION TESTS Standing Balance: Eyes Open Right (WPS)	1	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	0	1	2	0	0	1	1	0	0	0	0	0	0	0	0	1	P G P P
SOUTHERN CALIFORNIA SENSORY INTEGRATION TESTS Standing Balance: Eyes Open Total (WPS)	1	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	0	1	2	0	0	1	1	0	0	0	0	0	0	0	0	1	P G P P
SYMPTOMATOLOGY AND IDENTIFICATION OF A CHILD WITH LEARNING DISABILITIES Coordination (PI)	0	1	2	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
PHYSICAL EDUCATION AND HEALTH EDUCATION																																					
24. SPORTS SKILLS																																					
24A. Athletic Skills and Physical Conditioning																																					
BURKS' BEHAVIOR RATING SCALES Poor Physical Strength (AP)	2	0	1	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	1	0	1	1	1	1	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
DETROIT ADJUSTMENT INVENTORY - DELTA FORM Self - Status (BMC)	0	0	1	0	0	0	0	0	1	0	1	1	0	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
FROSTIG MOVEMENT SKILLS TEST BATTERY Changing Body Position (CPP)	2	0	2	2	0	0	0	1	2	1	1	0	1	1	1	1	1	1	2	0	1	1	2	1	0	1	0	0	1	0	0	1	0	0	3	2	P G P P
FROSTIG MOVEMENT SKILLS TEST BATTERY Shuttle Run (CPP)	2	0	2	2	0	0	0	1	2	1	1	0	1	1	1	1	1	1	2	0	1	1	2	1	0	1	0	0	1	0	0	1	0	0	3	2	P G P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-3	0-3	0-1	0-3	0-2	G-F-P
FROSTIG MOVEMENT SKILLS TEST BATTERY Standing Broad Jump (CPP)	2	0	2	2	0	0	0	1	2	1	1	1	1	1	1	1	1	1	2	0	1	1	2	1	0	1	0	0	1	0	0	1	0	1	3	0	P G P P
OSERETSKY TESTS OF MOTOR PROFICIENCY General Dynamic (AGS)	0	0	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
SYMPTOMATOLOGY AND IDENTIFICATION OF A CHILD WITH LEARNING DISABILITIES Physical Characteristics (PI)	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
24B. Sports Knowledge																																					
25. VALUING PHYSICAL EDUCATION																																					
25A. Sportsmanship																																					
QUICK SCREENING SCALE OF MENTAL DEVELOPMENT Play Interests (PA)	1	0	2	0	0	0	0	0	2	0	1	1	0	0	0	0	1	1	2	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	P F P P
25B. Sports Enjoyment and Participation																																					
26. HEALTH HABITS AND UNDERSTANDING																																					
26A. Health and Safety Behavior and Attitudes																																					
AAMD ADAPTIVE BEHAVIOR SCALE Domestic Activity (AAMD)	2	1	1	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	1	1	1	1	0	1	1	0	1	1	0	0	0	0	0	0	P G F P
AAMD ADAPTIVE BEHAVIOR SCALE Independent Functioning (AAMD)	2	2	2	0	0	0	0	0	1	0	1	1	1	1	1	1	1	1	2	0	1	1	1	1	0	1	1	0	1	1	0	0	0	0	3	2	P F F P
BRISTOL SOCIAL-ADJUSTMENT GUIDES - THE CHILD IN RESIDENTIAL CARE Physical Conditions (NFER)	0	1	1	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
BRISTOL SOCIAL-ADJUSTMENT GUIDES - THE CHILD IN THE FAMILY Stress Symptoms Somatic Conditions (NFER)	0	0	1	0	0	0	0	0	0	0	1	1	1	0	1	1	1	1	2	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
CHILD BEHAVIOR RATING SCALE Physical Adjustment (WPS)	2	0	1	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	1	1	0	0	0	0	1	1	0	0	0	0	0	1	P F P P
DETROIT ADJUSTMENT INVENTORY - DELTA FORM Home - Status (BMC)	0	0	1	0	0	0	0	0	1	0	1	1	0	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
DETROIT ADJUSTMENT INVENTORY - DELTA FORM Self - Social (BMC)	0	0	1	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
HEALTH BEHAVIOR INVENTORY (CTB)	2	1	2	0	0	0	0	0	0	0	1	1	1	1	1	1	1	1	2	2	1	0	2	1	1	0	0	1	1	1	0	0	0	0	0	0	P F F P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-M-P
PERSONALITY RATING SCALE Neatness (ETSA)	1	0	2	0	0	0	0	1	0	0	1	1	1	1	1	1	0	1	0	2	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
26B. *Knowledge of Health Factors*																																					
26C. *Knowledge of Life Functions*																																					
ROSNER PERCEPTUAL SURVEY Rosner-Richman Perceptual Survey Identification of Body Parts (LRDC)	0	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	2	0	0	0	0	0	1	0	0	0	0	1	0	0	P F P P
26D. *Knowledge of Human Sexuality*																																					
27. *UNDERSTANDING HAZARDS AND DISEASES*																																					
27A. *Knowledge of Safety Precautions*																																					
27B. *Knowledge of Habit-Forming Substances*																																					
27C. *Knowledge of Diseases and Disability*																																					
READING																																					
28. *Reading Readiness Skills*																																					
GATES-MacGINITIE READING TESTS - READINESS SKILLS Total Weighted Score (TCP)	1	1	1	0	0	1	0	1	1	0	1	1	1	1	0	1	1	1	2	1	1	0	0	1	1	1	0	1	1	0	0	0	0	0	3	1	P F P P
HOUSTON TEST FOR LANGUAGE DEVELOPMENT (HTC)	1	0	1	0	0	0	0	0	1	1	1	1	1	0	1	0	1	1	2	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	P F P P
METROPOLITAN READINESS TESTS Total Score (HBJ)	1	0	0	0	0	2	2	0	1	0	1	1	1	0	0	0	1	1	2	1	1	0	0	1	1	1	0	1	1	2	0	3	1	0	3	2	P F F F
STANFORD EARLY SCHOOL ACHIEVEMENT - LEVEL I Total (HBJ)	2	0	1	0	0	2	0	0	1	1	1	1	1	1	1	0	1	1	2	1	1	0	2	1	1	1	0	1	1	1	0	0	0	0	3	1	P F F P
28A. *Listening*																																					
BARCLAY EARLY CHILDHOOD ASSESSMENT GUIDE Attending-Responding (ESD)	0	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
BASIC CONCEPT INVENTORY Part Two Questions (FPC)	1	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	0	1	0	0	0	0	1	1	0	0	0	0	0	0	P F P P

ELEMENTARY GOAL **TEST NAME**	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustrations & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-F-P
BASIC CONCEPT INVENTORY Part Two Statement Repetition (FPC)	1	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	0	1	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
BASIC EDUCATIONAL SKILLS INVENTORY, READING - LEVEL A Direction in Space (SEI)	0	0	2	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
BINION-BECK READING READINESS TEST FOR KINDERGARTEN AND FIRST GRADE (PA)	2	1	2	0	0	1	1	0	1	1	1	0	0	0	0	0	1	1	2	1	1	0	0	0	1	1	0	0	1	3	0	3	0	0	3	2	P P F F
BOTEL READING INVENTORY Word Opposites Test - Listening (FPC)	2	1	2	0	0	0	0	1	1	0	1	0	1	1	1	1	1	1	1	2	1	1	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F F P
CLASSROOM READING INVENTORY Hearing Capacity Level (WCB)	1	1	1	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	0	1	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
COMPOSITE AUDITORY PERCEPTION TEST Marking Errors (ACSD)	1	0	2	0	0	0	0	1	2	0	1	1	1	1	0	0	1	1	2	2	1	0	2	1	0	0	0	0	1	1	0	0	0	0	0	0	P F F P
COMPOSITE AUDITORY PERCEPTION TEST Part 1 Discriminating Competing Messages with Dissimilar Voices (ACSD)	1	1	1	0	0	0	0	1	0	0	1	1	1	1	0	0	1	1	2	2	1	0	2	1	0	0	0	0	1	1	0	0	0	0	0	0	P F F P
COMPOSITE AUDITORY PERCEPTION TEST Part 1 Discriminating Competing Messages with Similar Voices (ACSD)	1	1	1	0	0	0	0	1	0	0	1	1	1	1	0	0	1	1	2	2	1	0	2	1	0	0	0	0	1	1	0	0	0	0	0	0	P F F P
COMPOSITE AUDITORY PERCEPTION TEST Part 1 Selective Listening (ACSD)	1	0	2	0	0	0	0	1	1	0	1	1	1	1	0	0	1	1	2	2	1	0	2	1	0	0	0	0	1	1	0	0	0	0	0	0	P F F P
COMPOSITE AUDITORY PERCEPTION TEST Part 1 Subtotal (ACSD)	2	1	1	0	0	0	0	1	0	0	1	1	1	1	0	0	1	1	2	2	1	0	2	1	0	0	0	0	1	1	0	0	0	0	0	0	P F F P
COMPOSITE AUDITORY PERCEPTION TEST Part 3 Discrimination of Linguistic Forms (ACSD)	1	0	2	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	2	2	1	0	2	1	0	0	0	0	1	1	0	0	0	0	0	0	P G F P
COMPOSITE AUDITORY PERCEPTION TEST Part 3 Discrimination of Verb Tense Forms (ACSD)	1	0	2	0	0	0	0	1	2	0	1	1	1	1	0	0	1	1	2	2	1	0	2	1	0	0	0	0	1	1	0	0	0	0	0	0	P F F P
COMPOSITE AUDITORY PERCEPTION TEST Total Perceptual Score (ACSD)	2	2	1	0	0	0	0	1	2	0	1	1	1	1	0	0	1	1	2	2	1	0	2	1	0	0	0	0	1	1	0	0	0	0	0	0	P F F P
COMPREHENSIVE TESTS OF BASIC SKILLS, EXPANDED EDITION - LEVEL A Prereading Listening for Information (CTB)	3	1	2	0	0	1	0	1	2	1	1	1	1	1	1	0	1	1	2	2	1	0	2	1	1	1	0	1	1	0	0	2	0	0	0	2	P G F P
COMPREHENSIVE TESTS OF BASIC SKILLS, EXPANDED EDITION - LEVEL B Language Language I (CTB)	3	1	1	0	0	1	0	1	2	1	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	1	1	0	0	2	0	0	1	2	P G F P
COOPERATIVE PRIMARY TESTS Listening - Form 12 (ETS)	[illegible]	2	1	0	0	0	0	1	1	1	1	1	0	1	1	0	1	1	2	2	1	0	2	1	1	1	0	1	1	1	0	2	0	0	3	1	P F F P
DETROIT TEST OF LEARNING APTITUDE Oral Commissions (BMC)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	0	1	1	1	1	0	1	0	0	0	0	0	0	0	0	2	P F P P
DEVEREUX ELEMENTARY SCHOOL BEHAVIOR RATING SCALE Comprehension (DFF)	1	0	1	0	0	0	0	0	2	0	1	1	0	0	0	1	0	1	1	0	1	1	0	1	0	0	0	0	1	0	0	0	0	0	0	0	P P P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-3	0-3	0-3	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-3	0-3	0-3	0-1	0-2	0-2	[illegible]
DEVEREUX ELEMENTARY SCHOOL BEHAVIOR RATING SCALE Inattentive-Withdrawn (DFP)	1	0	1	0	0	0	0	0	2	0	1	1	0	0	0	1	0	1	1	0	1	1	0	1	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
DIAGNOSTIC READING SCALES Reading Passages Potential Level (CTB)	1	2	2	0	0	2	0	0	2	0	1	1	0	0	1	1	1	1	2	0	0	1	0	0	0	1	0	0	1	1	3	0	0	0	0	0	P F P P
DIAGNOSTIC READING TEST Inventory of Basic Auditory Skills Fusion of Separated Sounds into Meaningful Units (MPC)	0	0	2	0	0	0	0	0	1	0	1	0	0	0	0	1	1	1	2	0	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
DIAGNOSTIC READING TEST Inventory of Basic Auditory Skills Repeating Nonsense Syllables (Imitating the Examiner) (MPC)	0	0	2	0	0	0	0	0	1	0	1	0	0	0	0	1	1	1	2	0	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
DIAGNOSTIC READING TEST Inventory of Basic Auditory Skills Repeating Numbers and Letters (MPC)	0	0	2	0	0	0	0	0	2	0	1	0	0	0	0	1	1	1	2	0	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DIAGNOSTIC TEST OF SPEECH READING (FOR DEAF) Phrases (GS)	1	1	2	0	2	0	0	0	2	0	1	1	1	1	1	2	1	1	2	0	0	0	2	1	1	0	1	0	0	1	0	0	0	1	1	1	P G P P
DIAGNOSTIC TEST OF SPEECH READING (FOR DEAF) Phrases and Sentences (GS)	1	1	2	0	2	0	0	0	2	0	1	1	1	1	1	0	1	1	2	0	0	0	2	1	1	0	1	0	0	1	0	0	0	1	1	1	P F P P
DIAGNOSTIC TEST OF SPEECH READING (FOR DEAF) Sentences (GS)	1	1	2	0	2	0	0	0	2	0	1	1	1	1	1	0	1	1	2	0	0	0	2	1	1	0	1	0	0	1	0	0	0	1	1	1	P F P P
DIAGNOSTIC TEST OF SPEECH READING (FOR DEAF) Total Score (GS)	1	1	2	0	2	0	0	0	2	0	1	1	1	1	1	0	1	1	2	0	0	0	2	1	1	0	1	0	0	1	0	0	0	1	1	1	P F P P
DIAGNOSTIC TEST OF SPEECH READING (FOR DEAF) Words (GS)	1	1	2	0	2	0	0	0	2	0	1	1	1	1	1	0	1	1	2	0	0	0	2	1	1	0	1	0	0	1	0	0	0	1	1	1	P F P P
DURRELL LISTENING - READING SERIES: PRIMARY LEVEL Listening Test Sentences (HBJ)	3	1	2	0	0	1	0	0	1	0	1	1	1	0	0	0	1	1	1	2	1	0	2	1	1	1	0	1	1	2	0	2	0	0	1	2	P P G P
FLOWERS - ACCELERATED SPEECH PERCEPTION TEST (PLS)	0	1	1	0	0	0	0	0	1	0	1	1	1	1	0	0	1	1	2	2	1	1	2	0	1	0	1	0	1	1	0	0	0	1	0	0	P F F P
FLOWERS AUDITORY TEST OF SELECTIVE ATTENTION (PLS)	0	0	2	0	0	0	0	1	1	0	0	0	1	1	1	0	1	1	2	2	1	0	2	0	1	0	0	0	1	1	0	0	0	1	0	0	P F F P
FLOWERS-COSTELLO TESTS OF CENTRAL AUDITORY ABILITIES (PLS)	1	1	2	0	1	0	1	1	0	0	1	1	1	1	0	0	1	1	2	0	1	1	2	1	1	0	1	0	0	1	0	1	0	1	0	0	P F F P
GATES-MacGINITIE READING TESTS - READINESS SKILLS Following Directions (TCP)	1	1	2	0	0	1	0	1	1	0	1	1	1	1	1	1	0	1	2	1	1	0	2	1	1	1	0	1	1	0	0	1	0	0	1	2	P F F P
GATES-MacGINITIE READING TESTS - READINESS SKILLS Listening Comprehension (TCP)	1	2	2	0	0	1	0	1	2	0	1	1	1	1	0	1	1	1	2	1	1	0	2	1	1	1	0	1	1	0	0	1	0	0	1	2	P G F P
GATES-McKILLOP READING DIAGNOSTIC TESTS Supplementary Tests Oral Vocabulary (TCP)	0	0	2	0	0	0	0	0	0	0	1	1	1	1	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
HARRISON-STROUD READING READINESS PROFILE Using the Context (HMC)	1	2	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	1	1	1	2	1	1	1	0	0	1	0	0	0	0	0	0	2	P G F P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evolutional				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-3	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-2	0-2	G-P
INITIAL SURVEY TEST Language Meanings (SFC)	1	1	2	0	0	0	0	0	2	1	1	1	1	1	1	0	1	1	2	2	1	0	1	1	1	0	0	0	1	2	0	0	0	0	0	0	P G F P
KINDERGARTEN AUDITORY SCREENING TEST Phonemic Synthesis (FPC)	1	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	1	1	1	2	1	1	1	0	0	1	1	0	0	0	0	0	0	P G F P
LEE-CLARK READING READINESS TEST Concepts (CTB)	0	1	2	0	0	0	0	0	2	0	1	1	1	1	1	0	1	1	2	1	1	1	2	1	0	1	0	0	1	2	0	1	0	1	0	0	P F F P
METROPOLITAN READINESS TESTS Listening (HBJ)	1	1	2	0	0	1	2	0	1	0	1	1	1	0	1	1	1	1	2	1	1	1	2	1	1	1	0	1	1	1	0	1	0	1	0	0	P F F P
PRE-READING ASSESSMENT KIT Comprehension Unit Emotional Reaction (CTB)	1	1	1	0	0	0	0	0	1	0	1	1	0	1	0	1	0	1	2	1	1	1	2	1	0	0	0	0	1	2	0	0	0	0	0	0	P F F P
STANFORD ACHIEVEMENT TEST - PRIMARY LEVEL I Listening Comprehension (HBJ)	3	1	2	0	0	0	0	1	1	0	1	1	1	1	0	0	1	1	2	2	1	0	2	1	1	1	0	1	1	2	0	0	0	0	2	2	P F G P
STANFORD EARLY SCHOOL ACHIEVEMENT - LEVEL I Aural Comprehension (HBJ)	2	1	1	0	0	1	0	0	1	1	1	1	1	1	1	0	1	1	2	1	1	0	2	1	1	1	0	1	1	2	0	2	0	0	1	2	P F F P
STANFORD EARLY SCHOOL ACHIEVEMENT - LEVEL II Aural Comprehension (HBJ)	2	1	1	0	0	1	0	0	1	2	1	1	1	1	1	0	1	1	2	2	1	0	2	1	1	1	0	1	1	2	0	1	0	0	2	2	P G G P
TEST FOR AUDITORY COMPREHENSION OF LANGUAGE - ENGLISH Grammar (LCI)	2	1	2	0	0	0	0	0	2	0	1	1	1	1	1	0	1	1	2	0	1	1	2	1	0	0	0	0	0	1	0	0	0	0	0	0	P F P P
TEST FOR AUDITORY COMPREHENSION OF LANGUAGE - ENGLISH Morphology (LCI)	2	1	2	0	0	1	0	0	2	0	1	1	1	1	1	0	1	1	2	0	1	1	2	1	0	0	0	0	0	1	0	0	0	0	0	0	P F P P
TEST FOR AUDITORY COMPREHENSION OF LANGUAGE - ENGLISH Syntax (LCI)	2	1	2	0	0	0	0	0	2	0	1	1	1	1	1	0	1	1	2	0	1	1	2	1	0	0	0	0	0	1	0	0	0	0	0	0	P F P P
TEST FOR AUDITORY COMPREHENSION OF LANGUAGE - ENGLISH Total (LCI)	2	1	2	0	0	0	0	0	2	0	1	1	1	1	1	0	1	1	2	0	1	1	2	1	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
TEST FOR AUDITORY COMPREHENSION OF LANGUAGE - ENGLISH Vocabulary (LCI)	2	1	2	0	0	0	0	0	2	0	1	1	1	1	1	0	1	1	2	0	1	1	2	1	0	0	0	0	0	1	0	0	0	0	0	0	P F P P
TEST FOR AUDITORY COMPREHENSION OF LANGUAGE - SPANISH Grammar (LCI)	2	1	2	0	0	0	0	0	2	0	1	1	1	1	1	0	1	1	2	0	0	1	2	1	0	0	0	0	0	1	0	0	0	0	0	0	P F P P
TEST FOR AUDITORY COMPREHENSION OF LANGUAGE - SPANISH Morphology (LCI)	2	1	2	0	0	0	0	0	2	0	1	1	1	1	1	0	1	1	2	0	0	1	2	1	0	0	0	0	0	1	0	0	0	0	0	0	P F P P
TEST FOR AUDITORY COMPREHENSION OF LANGUAGE - SPANISH Syntax (LCI)	2	1	2	0	0	0	0	0	2	0	1	1	1	1	1	0	1	1	2	0	0	1	2	1	0	0	0	0	0	1	0	0	0	0	0	0	P F P P
TEST FOR AUDITORY COMPREHENSION OF LANGUAGE - SPANISH Total (LCI)	2	1	2	0	0	0	0	0	2	0	1	1	1	1	1	0	1	1	2	0	0	1	2	1	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
TEST FOR AUDITORY COMPREHENSION OF LANGUAGE - SPANISH Vocabulary (LCI)	2	1	2	0	0	0	0	0	2	0	1	1	1	1	1	0	1	1	2	0	0	1	2	1	0	0	0	0	0	1	0	0	0	0	0	0	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G–P
VALETT DEVELOPMENTAL SURVEY OF BASIC LEARNING ABILITIES Auditory Discrimination (CPP)	1	1	2	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P F
188. *Speaking*																																					
AAMD ADAPTIVE BEHAVIOR SCALE Language Development (AAMD)	2	2	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	1	1	1	1	0	1	1	0	1	1	0	0	0	0	1	1	P G F P
ARIZONA ARTICULATION PROFICIENCY SCALE: REVISED (WPS)	2	0	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	0	1	0	1	0	0	1	0	1	0	0	0	0	0	0	0	P F P P
BARCLAY EARLY CHILDHOOD ASSESSMENT GUIDE Task-Order Skills (ESD)	0	0	1	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
BASIC SCHOOL SKILLS INVENTORY Oral Communication (FPC)	1	1	1	0	0	1	0	0	2	1	1	1	1	0	1	1	1	1	2	0	1	1	0	1	0	1	0	0	1	2	0	2	0	0	0	2	P G P P
BILINGUAL SYNTAX MEASURE English (HBJ)	0	1	1	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	0	1	0	1	0	0	1	3	0	0	0	0	0	0	P F F P
BILINGUAL SYNTAX MEASURE Spanish (HBJ)	0	1	1	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	0	1	0	1	0	0	1	3	0	0	0	0	0	0	P F F P
CARROW ELICITED LANGUAGE INVENTORY Grammar Adjective (LCI)	1	0	2	0	1	0	0	0	2	0	1	1	0	1	1	0	1	1	2	0	0	0	0	1	1	1	1	0	0	0	0	0	0	0	0	2	P F P P
CARROW ELICITED LANGUAGE INVENTORY Grammar Adverb (LCI)	1	0	2	0	1	0	0	0	2	0	1	1	0	1	1	0	1	1	2	0	0	0	0	1	1	1	1	0	0	0	0	0	0	0	0	2	P F P P
CARROW ELICITED LANGUAGE INVENTORY Grammar Article (LCI)	1	0	2	0	1	0	0	0	2	0	1	1	0	1	1	0	1	1	2	0	0	0	0	1	1	1	1	0	0	0	0	0	0	0	0	2	P F P P
CARROW ELICITED LANGUAGE INVENTORY Grammar Conjunction (LCI)	1	0	2	0	1	0	0	0	2	0	1	1	0	1	1	0	1	1	2	0	0	0	0	1	1	1	1	0	0	0	0	0	0	0	0	2	P F P P
CARROW ELICITED LANGUAGE INVENTORY Grammar Contraction (LCI)	1	0	2	0	1	0	0	0	2	0	1	1	0	1	1	0	1	1	2	0	0	0	0	1	1	0	1	0	0	0	0	0	0	0	0	2	P F P P
CARROW ELICITED LANGUAGE INVENTORY Grammar Demonstrative (LCI)	1	0	2	0	1	0	0	0	2	0	1	1	0	1	1	0	1	1	2	0	0	0	0	1	1	1	1	0	0	0	0	0	0	0	0	2	P F P P
CARROW ELICITED LANGUAGE INVENTORY Grammar Negation (LCI)	1	0	2	0	1	0	0	0	2	0	1	1	0	1	1	0	1	1	2	0	0	0	0	1	1	1	1	0	0	0	0	0	0	0	0	2	F F P P
CARROW ELICITED LANGUAGE INVENTORY Grammar Noun (LCI)	1	0	2	0	1	0	0	0	2	0	1	1	0	1	1	0	1	1	2	0	0	0	0	1	1	1	1	0	0	0	0	0	0	0	0	2	P F P P
CARROW ELICITED LANGUAGE INVENTORY Grammar Noun Plural (LCI)	1	0	2	0	1	0	0	0	2	0	1	1	0	1	1	0	1	1	2	0	0	0	0	1	1	0	1	0	0	0	0	0	0	0	0	2	P F P P
CARROW ELICITED LANGUAGE INVENTORY Grammar Preposition (LCI)	1	0	2	0	1	0	0	0	2	0	1	1	0	1	1	0	1	1	2	0	0	0	0	1	1	1	1	0	0	0	0	0	0	0	0	2	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES			
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION				
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form							
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P			
CARROW ELICITED LANGUAGE INVENTORY Grammar Pronoun (LCI)	1	0	2	0	1	0	0	0	2	0	1	1	0	1	1	0	1	1	2	0	0	0	0	1	1	1	1	0	0	0	0	0	0	0	0	2	P	F	P	P
CARROW ELICITED LANGUAGE INVENTORY Grammar Verb (LCI)	1	0	2	0	1	0	0	0	2	0	1	1	0	1	1	0	1	1	2	0	0	0	0	1	1	0	1	0	0	0	0	0	0	0	1	2	P	F	P	P
CARROW ELICITED LANGUAGE INVENTORY Total Raw Score (LCI)	3	0	2	0	1	0	0	0	2	0	1	1	0	1	1	0	1	1	2	0	0	0	0	1	1	0	1	0	0	0	0	0	0	0	1	2	P	F	P	P
CARROW ELICITED LANGUAGE INVENTORY Type Addition (LCI)	1	0	2	0	1	0	0	0	2	0	1	1	0	1	1	0	1	1	2	0	0	0	0	1	1	1	1	0	0	0	0	0	0	0	0	2	P	F	P	P
CARROW ELICITED LANGUAGE INVENTORY Type Omission (LCI)	1	0	2	0	1	0	0	0	2	0	1	1	0	1	1	0	1	1	2	0	0	0	0	1	1	0	1	0	0	0	0	0	0	0	0	2	P	F	P	P
CARROW ELICITED LANGUAGE INVENTORY Type Reversals (LCI)	1	0	2	0	1	0	0	0	2	0	1	1	0	1	1	0	1	1	2	0	0	0	0	1	1	1	1	0	0	0	0	0	0	0	0	2	P	F	P	P
CARROW ELICITED LANGUAGE INVENTORY Type Substitution (LCI)	1	0	2	0	1	0	0	0	2	0	1	1	0	1	1	0	1	1	2	0	0	0	0	1	1	0	1	0	0	0	0	0	0	0	1	2	P	F	P	P
CARROW ELICITED LANGUAGE INVENTORY Type Transpositions (LCI)	1	0	2	0	1	0	0	0	2	0	1	1	0	1	1	0	1	1	2	0	0	0	0	1	1	1	1	0	0	0	0	0	0	0	0	2	P	F	P	P
DEEP TEST OF ARTICULATION: PICTURE FORM (SH)	2	0	2	0	0	0	0	0	1	0	1	1	1	1	1	1	1	1	2	0	0	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	P	F	P	P
DEVELOPMENTAL ARTICULATION TEST (SM)	0	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P	F	P	P
DEVEREUX ELEMENTARY SCHOOL BEHAVIOR RATING SCALE Creative Initiative (DFP)	1	1	1	0	0	0	0	0	2	0	1	1	0	0	0	1	0	1	1	0	1	1	0	1	0	0	0	0	1	0	0	0	0	0	0	0	P	P	P	P
ENGLISH PHONEMIC UNIT PRODUCTION TEST (REVISED) (RVS)	0	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P	G	P	P
EVALUATION OF SOUNDS (CCT)	0	0	2	0	0	0	0	0	1	0	1	1	0	0	1	1	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P	F	P	P
FISHER-LOGEMANN TEST OF ARTICULATION COMPETENCE Picture Test Manner of Formation (HMC)	3	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P	F	P	P
FISHER-LOGEMANN TEST OF ARTICULATION COMPETENCE Picture Test Place of Articulation (HMC)	3	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	0	1	0	1	0	0	0	0	0	[illegible]	[illegible]	0	0	0	0	0	P	F	P	P
FISHER-LOGEMANN TEST OF ARTICULATION COMPETENCE Picture Test Voicing (HMC)	3	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P	F	P	P
GESELL DEVELOPMENTAL KIT Visual Three Projections (WPS)	0	0	1	0	1	0	0	0	1	0	1	1	0	0	1	1	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P	F	P	P
GOLDMAN-FRISTOE TEST OF ARTICULATION Sounds in Sentences (AGS)	1	1	1	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	0	0	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	P	F	P	P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
GOLDMAN-FRISTOE TEST OF ARTICULATION Sounds-in-Words Subtest (AGS)	3	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	0	1	0	1	1	1	0	0	0	1	0	0	0	0	0	2	P F P P
ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES, REVISED Grammatic Closure (WPS)	1	0	2	1	1	1	0	0	1	0	1	1	0	1	1	1	1	1	2	0	0	1	0	1	0	1	1	0	0	1	1	2	0	0	2	2	P F P P
LANGUAGE FACILITY TEST (AC)	1	1	2	0	0	0	0	0	1	0	1	1	0	0	1	0	1	1	2	0	1	1	0	1	1	1	1	0	1	0	0	0	0	0	2	2	P F P P
OHIO TESTS OF ARTICULATION AND PERCEPTION OF SOUNDS Imitated Sounds in Nonsense Words (SH)	3	0	2	0	1	0	0	0	1	0	1	1	0	1	1	1	1	1	2	0	0	1	0	1	0	0	1	0	0	0	0	0	0	0	0	0	P F P P
OHIO TESTS OF ARTICULATION AND PERCEPTION OF SOUNDS Intrapersonal Comparator Perception of Sounds (SH)	3	0	2	0	1	0	0	0	1	0	1	1	0	1	1	1	1	1	2	0	0	1	0	1	0	0	1	0	0	0	0	0	0	0	0	0	P F P P
OHIO TESTS OF ARTICULATION AND PERCEPTION OF SOUNDS Intrapersonal Identification of Sounds (SH)	3	0	2	0	1	0	0	0	1	0	1	1	0	1	1	1	1	1	2	0	0	1	0	1	0	0	1	0	0	0	0	0	0	0	0	0	P F P P
OHIO TESTS OF ARTICULATION AND PERCEPTION OF SOUNDS Sounds in Nonsense Words in Context (SH)	3	0	2	0	1	0	0	0	1	0	1	1	0	1	1	1	1	1	2	0	0	1	0	1	0	0	1	0	0	0	0	0	0	0	0	0	P F P P
OHIO TESTS OF ARTICULATION AND PERCEPTION OF SOUNDS Sounds in Phrases (SH)	3	0	2	0	1	0	0	0	1	0	1	1	0	1	1	1	1	1	2	0	0	1	0	1	0	0	1	0	0	0	0	0	0	0	0	0	P F P P
OHIO TESTS OF ARTICULATION AND PERCEPTION OF SOUNDS Sounds in Words (SH)	3	0	2	0	1	0	0	0	1	0	1	1	0	1	1	1	1	1	2	0	0	1	0	1	0	0	1	0	0	0	0	0	0	0	0	0	P F P P
PRESCHOOL ATTAINMENT RECORD Communication (AGS)	1	0	1	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	1	0	1	0	0	1	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
READING APTITUDE TESTS, PRIMARY Articulation Tests (HMC)	1	0	1	0	0	0	2	0	2	0	0	1	1	0	1	0	1	1	2	0	1	1	0	0	1	0	1	0	1	2	0	0	0	0	3	1	P F P P
READING APTITUDE TESTS, PRIMARY Language Tests (HMC)	1	0	2	0	0	0	1	0	2	0	1	1	0	0	1	1	1	1	2	0	1	1	0	0	1	1	1	0	1	2	0	0	0	0	3	2	P F F P
RILEY ARTICULATION AND LANGUAGE TEST: REVISED Articulation Function (WPS)	2	0	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	0	1	0	1	0	1	1	0	0	1	0	0	0	0	0	0	P F P P
RILEY ARTICULATION AND LANGUAGE TEST: REVISED Intelligibility Estimate (WPS)	2	1	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	0	1	0	1	0	0	1	0	0	1	0	0	0	0	0	0	P F P P
RILEY ARTICULATION AND LANGUAGE TEST: REVISED Language Function (WPS)	2	1	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	0	1	0	1	0	1	1	0	0	1	0	0	0	0	0	0	P F P P
RILEY ARTICULATION AND LANGUAGE TEST: REVISED Language Proficiency Estimate (WPS)	2	1	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	0	1	0	1	0	0	1	0	0	1	0	0	0	0	0	0	P F P P
ROSNER PERCEPTUAL SURVEY Rosner-Richman Perceptual Survey Word Repetition (LRDC)	0	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P G P P
RYSTROM DIALECT TEST (RCR)	2	0	2	0	0	0	0	0	1	0	0	1	0	1	0	0	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	2	0	0	0	0	P P P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	[illegible]
SCREENING DEEP TEST OF ARTICULATION (SH)	1	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P G P P
SCREENING SPEECH ARTICULATION TEST (CRA)	1	0	2	0	0	0	0	0	1	0	1	0	0	0	1	0	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
SLINGERLAND SCREENING TESTS FOR IDENTIFYING CHILDREN WITH SPECIFIC LANGUAGE DISABILITY - FORM A Individual Auditory Testing (EPS)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
STANDARD READING INVENTORY SRI Check List of Reading Habits Speech Defects (BERS)	0	0	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
SYMPTOMATOLOGY AND IDENTIFICATION OF A CHILD WITH LEARNING DISABILITIES Disorders of Speech and Hearing (PI)	0	0	1	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
WEINDER-FENSCH SPEECH SCREENING TEST (PA)	0	0	2	0	0	0	0	0	2	0	1	1	0	0	0	0	1	1	2	0	1	0	0	0	1	0	0	0	1	0	0	0	0	0	0	0	P F P P
28C. Word Attack Skills																																					
AMERICAN SCHOOL ACHIEVEMENT TESTS - PRIMARY BATTERY I Word Recognition (BMC)	3	0	2	0	0	0	0	1	2	2	1	1	1	1	0	1	1	1	2	2	1	1	2	0	1	1	0	1	1	1	0	3	0	0	0	1	P G F P
ANALYSIS OF READINESS SKILLS, READING AND MATHEMATICS Letter Identification (HBJ)	1	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	1	1	1	2	1	0	1	0	1	1	1	0	2	0	0	0	0	P G F P
ANALYSIS OF READINESS SKILLS, READING AND MATHEMATICS Total Test (HBJ)	1	0	0	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	1	1	0	2	1	1	1	0	1	1	2	0	3	0	0	1	2	P G F P
BASIC EDUCATIONAL SKILLS INVENTORY, READING - LEVEL A Naming Manuscript Printed Letters (SEI)	0	0	2	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	2	0	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
BASIC EDUCATIONAL SKILLS INVENTORY, READING - LEVEL A Naming the Alphabet from Memory (SEI)	0	0	2	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	2	0	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
BASIC EDUCATIONAL SKILLS INVENTORY, READING - LEVEL A Naming the Cursive Written Letters (SEI)	0	0	2	0	0	0	0	0	0	0	1	1	1	0	0	1	1	1	2	0	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
BASIC EDUCATIONAL SKILLS INVENTORY, READING - LEVEL A Sight Words (SEI)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	2	0	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
BASIC EDUCATIONAL SKILLS INVENTORY, READING - LEVEL B Auditory Blending of Words (Sound Only) (SEI)	0	0	2	0	0	0	0	0	1	0	1	1	1	1	1	1	1	1	2	0	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
BASIC EDUCATIONAL SKILLS INVENTORY, READING - LEVEL B Beginning and Ending Word Patterns (SEI)	0	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P G P P
BASIC EDUCATIONAL SKILLS INVENTORY, READING - LEVEL B Blending Phonetic Elements (SEI)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
BASIC EDUCATIONAL SKILLS INVENTORY, READING - LEVEL B Blending Printed Words (SEI)	0	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P G P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES			
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION				
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form							
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-F-P			
BASIC EDUCATIONAL SKILLS INVENTORY, READING - LEVEL B Double Vowels and Diphthongs (SEI)	0	1	2	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	1	0	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P	F	P	P
BASIC EDUCATIONAL SKILLS INVENTOKY, READING - LEVEL B Final Consonant Blends and Digraphs (Pictorial) (SEI)	0	0	2	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	1	1	2	0	0	1	0	0	1	0	0	0	0	0	0	1	P	F	P	P
BASIC EDUCATIONAL SKILLS INVENTORY, READING - LEVEL B Final Consonant Sounds (SEI)	0	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P	G	P	P
BASIC EDUCATIONAL SKILLS INVENTORY, READING - LEVEL B Hard and Soft Sounds (SEI)	0	1	2	0	0	0	0	0	0	0	1	1	1	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P	F	P	P
BASIC EDUCATIONAL SKILLS INVENTORY, READING - LEVEL B Initial Consonant Blends and Digraph Sounds (SEI)	0	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P	G	P	P
BASIC EDUCATIONAL SKILLS INVENTORY, READING - LEVEL B Initial Consonant Blends and Digraph Sounds (Pictorial) (SEI)	0	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P	G	P	P
BASIC EDUCATIONAL SKILLS INVENTORY, READING - LEVEL B Initial Consonant Sounds (SEI)	0	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P	G	P	P
BASIC EDUCATIONAL SKILLS INVENTORY, READING - LEVEL B Initial Vowel Sounds (SEI)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P	F	P	P
BASIC EDUCATIONAL SKILLS INVENTORY, READING - LEVEL B Medial Vowel Sounds (SEI)	0	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P	G	P	P
BASIC EDUCATIONAL SKILLS INVENTORY, READING - LEVEL B Prefixes (SEI)	0	1	2	0	0	0	0	0	0	0	1	1	1	0	1	1	1	1	2	0	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P	F	P	P
BASIC EDUCATIONAL SKILLS INVENTORY, READING - LEVEL B Prefixes-Suffixes (SEI)	0	1	2	0	0	0	0	0	0	0	1	1	1	0	1	1	1	1	2	0	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P	F	P	P
BASIC EDUCATIONAL SKILLS INVENTORY, READING - LEVEL B Sounds of Printed Letter Blends and Digraphs (SEI)	0	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P	G	P	P
BASIC EDUCATIONAL SKILLS INVENTORY, READING - LEVEL B Sounds of Printed Letters (Vowels and Consonants) (SEI)	0	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P	G	P	P
BASIC EDUCATIONAL SKILLS INVENTORY, READING - LEVEL B Suffixes (SEI)	0	1	2	0	0	0	0	0	0	0	1	1	1	0	1	1	1	1	2	0	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P	F	P	P
BASIC EDUCATIONAL SKILLS INVENTORY, READING - LEVEL B Syllabification (SEI)	0	1	2	0	0	0	0	0	0	0	1	1	1	0	1	1	1	1	2	0	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P	F	P	P
BASIC SCHOOL SKILLS INVENTORY Reading Readiness (FPC)	1	1	1	0	1	1	0	0	2	1	1	1	1	0	1	1	1	1	2	0	1	1	0	1	0	1	0	0	1	2	0	2	0	0	0	2	P	G	P	P
BOTEL READING INVENTORY Phonics Mastery Test (FPC)	0	1	2	0	0	0	0	1	0	0	0	0	0	0	1	1	0	1	1	2	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P	P	P	P
BURNETT READING SERIES SURVEY TEST - PRIMARY I Word Identification (STS)	2	1	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	0	1	1	0	0	0	0	3	2	P	G	F	P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Ranges:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-3	0-3	0-1	0-3	0-2	G-F-P
CALIFORNIA ACHIEVEMENT TESTS - LEVEL 1 Reading Total (CTB)	3	1	1	0	0	0	0	1	2	1	1	1	1	1	1	1	1	1	2	2	1	0	2	0	1	1	0	1	1	2	0	3	2	1	3	2	P G F F
CALIFORNIA ACHIEVEMENT TESTS - LEVEL I Reading Vocabulary (CTB)	3	1	1	0	0	0	0	1	2	1	1	1	1	1	1	1	1	1	2	2	1	0	2	0	1	1	0	1	1	2	0	3	2	1	3	2	P G F F
CANADIAN TESTS OF BASIC SKILLS - LEVEL 7 Word Analysis (TNS)	3	2	1	0	0	0	0	1	1	0	1	1	1	1	1	0	1	1	2	2	1	0	2	0	1	1	0	1	1	2	0	0	0	0	3	2	P F F P
CLASSROOM READING INVENTORY Frustration Level (WCB)	1	2	1	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	0	1	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
CLASSROOM READING INVENTORY Independent Level (WCB)	1	2	1	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	0	1	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
CLASSROOM READING INVENTORY Instructional Level (WCB)	1	2	1	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	0	1	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
COMPOSITE AUDITORY PERCEPTION TEST Part 2 Consonant Discrimination (ACSD)	1	0	2	0	0	0	0	1	2	0	1	1	1	1	0	0	1	1	2	2	1	0	2	1	0	0	0	0	1	1	0	0	0	0	0	0	P F F P
COMPOSITE AUDITORY PERCEPTION TEST Part 2 Speech Sound Analysis (ACSD)	1	0	2	0	0	0	0	1	2	0	1	1	1	1	0	0	1	1	2	2	1	0	2	1	0	0	0	0	1	1	0	0	0	0	0	0	P F F P
COMPOSITE AUDITORY PERCEPTION TEST Part 2 Subtotal (ACSD)	2	0	1	0	0	0	0	1	2	0	1	1	1	1	0	0	1	1	2	2	1	0	2	1	0	0	0	0	1	1	0	0	0	0	0	0	P F F P
COMPOSITE AUDITORY PERCEPTION TEST Part 2 Temporal Sequencing of Non-Related Speech Sounds (ACSD)	1	0	2	0	0	0	0	1	2	0	1	1	1	1	0	0	1	1	2	2	1	0	2	1	0	0	0	0	1	1	0	0	0	0	0	0	P F F P
COMPOSITE AUDITORY PERCEPTION TEST Part 3 Auditory Closure (ACSD)	1	0	2	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	2	2	1	0	2	1	0	0	0	0	1	1	0	0	0	0	0	0	P G F P
COMPOSITE AUDITORY PERCEPTION TEST Part 3 Auditory Synthesis (ACSD)	1	0	2	0	0	0	0	1	2	0	1	1	1	1	0	0	1	1	2	2	1	0	2	1	0	0	0	0	1	1	0	0	0	0	0	0	P F F P
COMPOSITE AUDITORY PERCEPTION TEST Part 3 Subtotal (ACSD)	2	1	1	0	0	0	0	1	2	0	1	1	1	1	0	0	1	1	2	2	1	0	2	1	0	0	0	0	1	1	0	0	0	0	0	0	P F F P
COMPOSITE AUDITORY PERCEPTION TEST Part 3 Syllable Recognition (ACSD)	1	0	2	0	0	0	0	1	2	0	1	1	1	1	0	0	1	1	2	2	1	0	2	1	0	0	0	0	1	1	0	0	0	0	0	0	P F F P
COMPREHENSIVE TESTS OF BASIC SKILLS, EXPANDED EDITION - LEVEL A Prereading Letter Forms (CTB)	3	0	2	0	0	1	0	1	2	1	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	1	1	0	0	3	0	1	0	2	P G F P
COMPREHENSIVE TESTS OF BASIC SKILLS, EXPANDED EDITION - LEVEL A Prereading Letter Names (CTB)	3	0	2	0	0	1	0	1	2	1	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	1	1	0	0	3	0	0	0	2	P G F P
COMPREHENSIVE TESTS OF BASIC SKILLS, EXPANDED EDITION - LEVEL A Prereading Letter Sounds (CTB)	3	0	2	0	0	2	0	1	2	1	1	1	1	1	0	0	1	1	1	2	1	1	2	1	1	1	0	1	1	0	0	2	0	0	0	2	P F F P
COMPREHENSIVE TESTS OF BASIC SKILLS, EXPANDED EDITION - LEVEL A Prereading Total Alphabet Skills (CTB)	3	0	2	0	0	1	0	1	2	1	1	1	1	1	1	1	1	1	2	2	1	0	2	1	1	1	0	1	1	0	0	3	0	0	0	2	P G F P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustrations & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range	0-3	0-2	0-2	0-2	0-3	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-3	0-3	0-1	0-2	0-2	[illegible]
COMPREHENSIVE TESTS OF BASIC SKILLS, EXPANDED EDITION - LEVEL A Prereading Total Prereading (CTB)	3	1	1	0	0	2	0	1	2	1	1	1	1	1	0	0	1	1	1	2	1	0	2	1	1	1	0	1	1	0	2	3	2	0	1	2	P F F F
COMPREHENSIVE TESTS OF BASIC SKILLS, EXPANDED EDITION - LEVEL B Reading Letter Sounds (CTB)	3	0	2	0	0	1	0	1	2	1	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	1	1	0	0	2	0	0	0	2	P G F P
COMPREHENSIVE TESTS OF BASIC SKILLS, EXPANDED EDITION - LEVEL B Reading Total Reading (CTB)	3	2	1	0	0	1	0	1	1	1	1	1	1	1	1	0	1	1	2	2	1	0	2	1	1	1	0	1	1	0	0	3	0	0	1	2	P G F P
COMPREHENSIVE TESTS OF BASIC SKILLS, EXPANDED EDITION - LEVEL B Reading Word Recognition I (CTB)	3	1	2	0	0	1	0	1	1	1	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	1	1	0	0	2	0	0	0	2	P G F P
COMPREHENSIVE TESTS OF BASIC SKILLS, EXPANDED EDITION - LEVEL B Reading Word Recognition II (CTB)	3	1	1	0	0	1	0	1	1	1	1	1	1	1	1	0	1	1	2	2	1	1	2	1	1	1	0	1	1	0	0	2	0	1	0	2	P G F P
COMPREHENSIVE TESTS OF BASIC SKILLS, EXPANDED EDITION - LEVEL B Total Battery (CTB)	3	1	0	0	0	2	0	1	1	1	1	1	1	1	0	0	1	1	1	2	1	0	2	1	1	1	0	1	1	0	2	3	2	0	3	2	P F F G
COOPERATIVE PRIMARY TESTS Word Analysis - Form 13 (ETS)	3	1	2	0	0	0	0	0	1	2	1	1	0	1	1	0	1	1	2	2	1	0	2	1	1	1	0	1	1	1	0	2	0	0	3	1	P F F P
DENVER PUBLIC SCHOOLS READING INVENTORY Oral Reading Selection Word Recognition Errors (DPS)	1	0	2	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	2	0	1	0	0	1	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
DENVER PUBLIC SCHOOLS READING INVENTORY Word Attack Errors (DPS)	1	2	2	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	2	0	1	0	0	1	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
DIAGNOSTIC READING SCALES Checklist of Reading Difficulties Sight-Word Vocabulary (CTB)	0	1	2	0	0	0	0	0	1	0	1	1	0	0	1	1	1	1	2	0	0	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DIAGNOSTIC READING SCALES Checklist of Reading Difficulties Word Analysis Techniques (CTB)	0	1	2	0	0	0	0	0	1	0	1	1	0	0	1	1	1	1	2	0	0	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DIAGNOSTIC READING SCALES Supplementary Phonics Tests Blending (CTB)	1	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	0	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P G P P
DIAGNOSTIC READING SCALES Supplementary Phonics Tests Common Syllables or Phonograms (CTB)	1	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	0	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
DIAGNOSTIC READING SCALES Supplementary Phonics Tests Consonant Blends and Digraphs (CTB)	1	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	0	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
DIAGNOSTIC READING SCALES Supplementary Phonics Tests Consonant Sounds (CTB)	1	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	0	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
DIAGNOSTIC READING SCALES Supplementary Phonics Tests Initial Consonant Substitution (CTB)	1	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	0	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
DIAGNOSTIC READING SCALES Supplementary Phonics Tests Letter Sounds (CTB)	1	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	0	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
DIAGNOSTIC READING SCALES Supplementary Phonics Tests Vowel Sounds (CTB)	1	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	0	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P G P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Explanational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustrations & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-2	0-1	0-3	0-2	[illegible]
DIAGNOSTIC READING SCALES Word Analysis Checklist Oral Reading Errors (CTB)	0	1	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	0	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DIAGNOSTIC READING SCALES Word Analysis Checklist Word Recognition Errors (CTB)	0	1	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	0	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DIAGNOSTIC READING SCALES Word Recognition Lists (CTB)	1	1	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	0	1	1	0	1	1	0	0	1	1	0	0	0	0	0	0	P F P P
DIAGNOSTIC READING TEST Letter Recognition (Lower Case) (MPC)	0	0	2	0	0	0	0	0	2	0	1	0	0	0	0	1	1	1	2	0	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DIAGNOSTIC READING TEST Letter Recognition (Upper Case) (MPC)	0	0	2	0	0	0	0	0	2	0	1	0	0	0	0	1	1	1	2	0	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DIAGNOSTIC READING TEST Oral Word Recognition Ability (MPC)	0	1	2	0	0	0	0	0	2	0	1	0	0	0	0	1	1	1	2	0	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DIAGNOSTIC READING TEST Phonetic Skills Inventory (Consonant Blends) (MPC)	0	0	2	0	0	0	0	0	2	0	1	0	0	0	0	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DIAGNOSTIC READING TEST Phonetic Skills Inventory (Short Vowel Sounds) (MPC)	0	0	2	0	0	0	0	0	2	0	1	0	0	0	0	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DIAGNOSTIC READING TEST Phonetic Skills Inventory (Single Consonant Sounds) (MPC)	0	0	2	0	0	0	0	0	2	0	1	0	0	0	0	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DIAGNOSTIC READING TESTS, SURVEY SECTION: K-4, BOOKLET I Auditory Discrimination Silentness: Alike and Different (CDRT)	0	1	2	0	0	0	0	0	1	0	1	0	0	1	0	0	1	1	2	1	1	0	1	0	1	0	0	0	1	0	0	0	0	0	3	2	P P P P
DIAGNOSTIC READING TESTS, SURVEY SECTION: K-4, BOOKLET I Story Reading Total Score (CDRT)	0	1	1	0	0	0	0	0	0	0	1	0	0	0	0	1	1	1	1	1	1	0	2	0	1	1	0	0	1	0	0	0	0	0	1	2	P P P P
DIAGNOSTIC READING TESTS, SURVEY SECTION: K-4, BOOKLET I Story Reading Word Attack (CDRT)	0	1	1	0	0	0	0	0	0	0	1	0	0	0	0	1	1	1	1	1	1	0	2	0	1	1	0	0	1	0	0	0	0	0	1	2	P P P P
DIAGNOSTIC READING TESTS, SURVEY SECTION: K-4, BOOKLET I Vocabulary Sight Words (CDRT)	0	1	2	0	0	0	0	0	0	0	1	0	0	0	0	0	1	1	2	1	1	0	1	0	1	0	0	0	1	0	0	0	0	0	3	2	P P P P
DIAGNOSTIC READING TESTS, SURVEY SECTION: K-4, READINESS BKLET. Auditory Discrimination, Initial Sounds (CDRT)	0	1	2	0	0	0	0	0	1	0	1	0	0	1	0	0	1	1	2	1	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
DOMINION INDIVIDUAL DIAGNOSTIC TEST OF WORD-ANALYSIS SKILLS (GCT)	1	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DOREN DIAGNOSTIC READING TEST OF WORD RECOGNITION Letter Recognition (AGS)	2	0	2	0	0	0	0	0	1	0	1	1	0	1	1	1	1	1	2	2	1	1	1	1	0	0	0	0	1	2	0	0	0	0	0	0	P F F P
DOREN DIAGNOSTIC READING TEST OF WORD RECOGNITION Rhyming (AGS)	2	1	2	0	0	0	0	0	1	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	0	0	0	0	1	2	0	0	0	0	0	0	P F F P
DOREN DIAGNOSTIC READING TEST OF WORD RECOGNITION Sight Words (AGS)	2	1	2	0	0	0	0	0	1	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	0	0	0	0	1	2	0	0	0	0	0	0	P F F P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent / Factorial	Experimental / Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
DOREN DIAGNOSTIC READING TEST OF WORD RECOGNITION Speech Consonants (AGS)	2	0	2	0	0	0	0	0	1	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	0	0	0	0	1	2	0	0	0	0	0	0	P F F P
DOREN DIAGNOSTIC READING TEST OF WORD RECOGNITION Vowels (AGS)	2	1	2	0	0	0	0	0	0	0	1	1	1	1	1	1	1	1	1	2	1	1	2	1	0	0	0	0	1	2	0	0	0	0	0	0	P F F P
DOREN DIAGNOSTIC READING TEST OF WORD RECOGNITION Whole Word Recognition (AGS)	2	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	0	0	0	0	1	2	0	0	0	0	0	0	P G F P
DOREN DIAGNOSTIC READING TEST OF WORD RECOGNITION Words Within Words (AGS)	2	0	2	0	0	0	0	0	1	0	1	1	1	1	1	1	1	1	2	2	1	1	1	1	0	0	0	0	1	2	0	0	0	0	0	0	P F F P
DURRELL ANALYSIS OF READING DIFFICULTY Check List of Instructional Needs - Preprimer Level (HBJ)	0	1	1	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DURRELL ANALYSIS OF READING DIFFICULTY Letters Errors in Identifying Letters Named (HBJ)	0	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	0	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DURRELL ANALYSIS OF READING DIFFICULTY Letters Errors in Naming Letters (HBJ)	0	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	0	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DURRELL ANALYSIS OF READING DIFFICULTY Sounds Hearing Sounds in Words - Primary (HBJ)	0	0	2	0	0	0	0	0	2	0	1	1	1	1	0	1	1	1	2	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DURRELL ANALYSIS OF READING DIFFICULTY Sounds Learning to Hear Sounds in Words (Learning Sounds) (HBJ)	0	0	2	0	0	0	0	0	2	0	1	1	0	0	0	1	1	1	2	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DURRELL ANALYSIS OF READING DIFFICULTY Sounds Needs Help On (HBJ)	0	0	1	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DURRELL ANALYSIS OF READING DIFFICULTY Sounds Sounds of Letters (HBJ)	0	0	2	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	2	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DURRELL ANALYSIS OF READING DIFFICULTY Word Recognition and Word Analysis Analysis (HBJ)	0	0	0	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DURRELL ANALYSIS OF READING DIFFICULTY Word Recognition and Word Analysis Flash (HBJ)	0	1	1	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DURRELL ANALYSIS OF READING DIFFICULTY Word Recognition and Word Analysis Word Analysis - Check List of Difficulties (HBJ)	0	1	1	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DURRELL ANALYSIS OF READING DIFFICULTY Word Recognition and Word Analysis Word Recognition (Flash) - Check List of Difficulties (HBJ)	0	1	1	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
GATES-MacGINITIE READING TESTS - READINESS SKILLS Auditory Blending (TCP)	1	1	2	0	0	1	0	1	1	0	1	1	1	1	1	1	1	1	2	1	1	0	2	1	1	1	0	1	1	0	0	1	0	0	1	2	P G F P
GATES-MacGINITIE READING TESTS - READINESS SKILLS Letter Recognition (TCP)	1	0	2	0	0	1	0	1	2	0	1	1	1	1	0	1	1	1	2	1	1	0	2	1	1	1	0	1	1	0	0	2	0	0	0	2	P G F P
GATES-MacGINITIE READING TESTS - READINESS SKILLS Word Recognition (TCP)	1	1	1	0	0	1	0	1	1	0	1	1	1	1	1	1	1	1	2	1	1	0	2	1	1	1	0	1	1	0	0	2	0	0	1	2	P G F P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent / Factorial	Experimental / Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
GATES-McKILLOP READING DIAGNOSTIC TESTS Auditory Blending (TCP)	0	0	2	0	0	0	0	0	2	0	0	1	1	1	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
GATES-McKILLOP READING DIAGNOSTIC TESTS Knowledge of Word Parts Giving Letter Sounds (TCP)	0	0	2	0	0	0	0	0	2	0	0	1	1	1	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
GATES-McKILLOP READING DIAGNOSTIC TESTS Knowledge of Word Parts Naming Capital Letters (TCP)	0	0	2	0	0	0	0	0	2	0	0	1	1	1	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
GATES-McKILLOP READING DIAGNOSTIC TESTS Knowledge of Word Parts Naming Lower-Case Letters (TCP)	0	0	2	0	0	0	0	0	2	0	0	1	1	1	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
GATES-McKILLOP READING DIAGNOSTIC TESTS Knowledge of Word Parts Recognizing and Blending Common Word Parts (TCP)	0	1	2	0	0	0	0	0	0	0	1	1	1	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
GATES-McKILLOP READING DIAGNOSTIC TESTS Phrases: Flash Presentation (TCP)	0	0	2	0	0	0	0	0	0	0	1	1	1	0	0	0	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
GATES-McKILLOP READING DIAGNOSTIC TESTS Recognizing the Visual Form of Sounds Final Letters (TCP)	0	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P G P P
GATES-McKILLOP READING DIAGNOSTIC TESTS Recognizing the Visual Form of Sounds Initial Letters (TCP)	0	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P G P P
GATES-McKILLOP READING DIAGNOSTIC TESTS Recognizing the Visual Form of Sounds Nonsense Words (TCP)	0	0	2	0	0	0	0	0	2	0	0	1	1	1	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
GATES-McKILLOP READING DIAGNOSTIC TESTS Recognizing the Visual Form of Sounds Vowels (TCP)	0	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P G P P
GATES-McKILLOP READING DIAGNOSTIC TESTS Supplementary Tests Syllabication (TCP)	0	0	2	0	0	0	0	0	2	0	0	1	1	1	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
GATES-McKILLOP READING DIAGNOSTIC TESTS Words: Flash Presentation (TCP)	0	0	2	0	0	0	0	0	0	0	1	1	1	0	0	0	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
GATES-McKILLOP READING DIAGNOSTIC TESTS Words: Untimed Presentation (TCP)	0	1	2	0	0	0	0	0	0	0	1	1	1	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
HARRISON-STROUD READING READINESS PROFILE Giving the Names of the Letters (HMC)	1	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	1	1	2	1	1	1	0	0	1	0	0	0	0	0	1	2	P G F P
HARRISON-STROUD READING READINESS PROFILE Making Auditory Discriminations (HMC)	1	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	1	1	1	2	1	1	1	0	0	1	0	0	0	0	0	0	2	P G F P
ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES, REVISED Auditory Closure (WPS)	1	0	2	1	1	0	0	0	1	0	1	1	1	1	1	1	1	1	2	1	0	1	0	1	0	1	1	0	0	1	1	1	0	0	1	2	P F P P
ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES, REVISED Sound Blending (WPS)	1	0	1	1	1	0	0	0	1	0	1	1	1	1	1	1	1	1	2	0	0	1	1	1	0	1	1	0	0	1	1	2	0	0	2	2	P F P P
INDIVIDUAL READING TEST Word Reading Test (ACER)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent / Factorial	Experimental / Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-2	0-2	[illegible]
INFORMAL READING ASSESSMENT TESTS, TEST 1 Phonics Initial Consonants (TNS)	0	1	2	0	0	0	0	0	1	0	1	1	1	1	0	1	1	1	2	2	1	1	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F F P
INFORMAL READING ASSESSMENT TESTS, TEST 1 Phonics Rhyme (TNS)	0	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	2	1	1	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P G F P
INFORMAL READING ASSESSMENT TESTS, TEST 1 Vocabulary (TNS)	0	1	2	0	0	0	0	0	1	0	1	1	1	1	1	1	1	1	2	2	1	1	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F F P
INFORMAL READING ASSESSMENT TESTS, TEST 2 Vocabulary (TNS)	0	1	2	0	0	0	0	0	1	0	1	1	1	1	1	1	1	1	2	2	1	1	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F F P
INFORMAL READING ASSESSMENT TESTS, TEST 2 Word Attack Phonics (TNS)	0	1	1	0	0	0	0	0	1	0	1	1	0	1	1	1	1	1	2	2	1	1	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F F P
INITIAL LEARNING ASSESSMENT Academic Achievements Language Arts (ATP)	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
INITIAL SURVEY TEST Letter Recognition (SFC)	1	0	2	0	0	0	0	0	2	1	1	1	1	0	1	1	1	1	2	2	1	1	1	1	1	0	0	0	1	2	0	0	0	0	0	0	P G F P
INITIAL SURVEY TEST Reading Score (SFC)	1	1	1	0	0	0	0	0	2	1	1	1	1	0	0	0	1	1	2	2	1	0	1	1	1	1	0	0	1	1	0	0	0	0	3	2	P F F P
INITIAL SURVEY TEST Sound-Letter Relationships (SFC)	1	1	2	0	0	0	0	0	2	1	1	1	1	1	1	1	1	1	2	2	1	1	1	1	1	0	0	0	1	2	0	0	0	0	0	0	P G F P
INITIAL SURVEY TEST Total Test (SFC)	1	1	1	0	0	0	0	0	2	1	1	1	1	0	0	0	1	1	2	2	1	0	1	1	1	1	0	0	1	1	0	0	0	0	3	2	P F F P
INVENTORY OF READINESS SKILLS Visual and Motor Skills Letter Names (EPI)	0	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	2	0	0	0	0	0	1	1	0	0	0	1	0	0	P F P P
IOWA TESTS OF BASIC SKILLS, PRIMARY, FORMS 5 AND 6 - LEVEL 7 Word Analysis (HMC)	3	2	2	0	0	0	0	1	1	1	1	1	1	0	0	0	1	1	2	2	1	0	2	1	1	0	0	0	1	1	0	0	0	0	3	2	P F F P
LOOK ALIKE WORDS (WORD PREFERENCE INVENTORY) (PDR)	3	0	1	0	1	0	0	0	0	1	1	0	0	0	0	0	1	1	2	2	1	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	P P P P
MacMILLAN READING READINESS TEST, REVISED EDITION Letter Names (MC)	0	0	2	0	0	1	2	0	2	0	1	1	1	1	1	1	1	1	2	1	1	1	2	1	1	1	0	0	1	1	0	3	0	0	1	2	P G F P
McGRATH TEST OF READING SKILLS Word Recognition (MPC)	0	1	2	0	0	0	0	0	1	0	1	1	0	0	0	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
McHUGH-McPARLAND READING READINESS TEST Letter Knowledge (CSB)	0	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	1	1	1	2	1	1	1	0	0	1	0	0	0	0	0	0	1	P F F P
METROPOLITAN ACHIEVEMENT TESTS - PRIMARY I Word Analysis (HBJ)	3	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	0	0	1	1	2	0	0	0	0	1	2	P G G P
METROPOLITAN ACHIEVEMENT TESTS - PRIMER Listening for Sounds (HBJ)	2	1	2	0	0	0	0	0	2	0	1	1	1	1	1	0	1	1	2	2	1	0	2	1	1	0	0	1	1	2	0	3	0	1	2	2	P F F F

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpretor		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-3	0-3	0-1	0-3	0-2	G-F-P
METROPOLITAN ACHIEVEMENT TESTS - PRIMER Reading (HBJ)	2	1	2	0	0	0	0	0	2	0	1	1	1	1	1	0	1	1	2	2	1	0	2	1	1	0	0	1	1	2	0	3	0	1	2	2	P F F F
METROPOLITAN READINESS TESTS Alphabet (HBJ)	1	0	2	0	0	2	2	0	2	0	1	1	1	0	0	1	1	1	2	1	1	1	2	1	1	1	0	1	1	1	0	2	0	0	0	0	P F F P
MURPHY-DURRELL READING READINESS ANALYSIS Letter Names Capital Letters (PI)	2	0	2	0	0	0	0	1	2	1	1	1	1	0	1	1	1	1	2	1	1	1	2	1	1	1	0	0	1	2	0	3	0	1	0	2	P G F P
MURPHY-DURRELL READING READINESS ANALYSIS Letter Names Lower Case Letters (PI)	2	0	2	0	0	0	0	1	2	2	1	1	1	0	1	1	1	1	2	1	1	1	2	1	1	1	0	0	1	2	0	2	0	1	1	2	P G F P
MURPHY-DURRELL READING READINESS ANALYSIS Letter Names Total (PI)	2	1	2	0	0	0	2	1	2	1	1	1	1	0	1	1	1	1	2	1	1	1	2	1	1	1	0	0	1	2	0	3	0	1	1	2	P G F P
MURPHY-DURRELL READING READINESS ANALYSIS Phonemes (PI)	2	0	2	0	0	0	2	1	2	1	1	1	1	1	1	1	1	1	2	1	1	0	2	1	1	1	0	0	1	2	0	3	0	0	1	2	P G F P
MURPHY-DURRELL READING READINESS ANALYSIS Total (PI)	1	2	1	0	0	2	2	1	2	1	1	1	1	0	1	1	1	1	2	1	1	0	2	1	1	1	0	0	1	2	0	3	0	0	2	2	F G F P
NATIONAL TEST OF BASIC WORDS (ATC)	3	0	2	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	1	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P G F P
NEALE ANALYSIS OF READING ABILITY Accuracy of Reading (NFER)	0	1	2	0	0	0	0	0	1	0	1	1	0	0	1	0	1	1	2	0	1	1	0	1	0	1	0	0	1	0	0	0	0	0	0	2	P F P P
NEALE ANALYSIS OF READING ABILITY Qualitative Assessment Word Recognition (NFER)	0	0	1	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	0	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
NEALE ANALYSIS OF READING ABILITY Supplementary Diagnostic Test 1 What are the Names and Sounds of these Letters? (NFER)	0	1	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
OLIPHANT AUDITORY SYNTHESIZING TEST (EPS)	0	0	2	0	0	0	0	0	1	0	1	1	1	1	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
PEABODY INDIVIDUAL ACHIEVEMENT TEST Reading Recognition (AGS)	2	1	2	0	0	1	0	1	2	0	1	1	1	0	1	1	1	1	2	0	1	1	0	1	1	1	1	1	1	1	2	0	0	0	3	2	P G F P
PHONICS KNOWLEDGE SURVEY (TCP)	0	1	2	0	0	0	0	0	0	0	1	0	1	0	0	1	1	1	2	0	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P [illegible]
PRE-READING ASSESSMENT KIT Symbol Perception Unit Recognition of Letters (CTB)	1	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	1	1	1	2	1	0	0	0	0	1	1	0	0	0	0	0	0	P F F P
PRE-READING ASSESSMENT KIT Symbol Perception Unit Word Recognition (CTB)	1	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	1	1	1	2	1	0	0	0	0	1	1	0	0	0	0	0	0	P F F P
PRE-READING SCREENING PROCEDURES Letter Knowledge (EPS)	0	0	2	0	0	0	0	1	2	0	1	1	1	0	1	1	1	0	1	1	1	1	1	0	0	1	0	0	1	1	0	0	0	1	0	1	P F P P
PREREADING EXPECTANCY SCREENING SCALES Letter Identification (PEI)	2	0	2	0	1	0	0	0	2	0	1	1	1	[illegible]	0	0	1	1	1	1	1	1	2	1	0	0	0	0	1	1	0	3	0	0	0	0	P F F P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evolutional				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
PRESCRIPTIVE TEACHING SERIES Auditory Skills (PEI)	1	1	1	0	0	0	0	0	1	0	1	1	0	0	1	1	0	1	1	0	1	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	P P P P
PRESCRIPTIVE TEACHING SERIES Visual Skills (PEI)	1	0	1	0	0	0	0	0	1	0	0	1	0	0	1	1	0	1	1	0	1	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	P P P P
PRIMARY READING PROFILES - LEVEL 1 Auditory Association (HMC)	2	1	2	0	0	0	0	0	1	1	1	1	1	1	1	0	1	1	1	2	1	0	2	1	1	1	0	1	1	1	0	3	0	1	2	2	P F F F
PRIMARY READING PROFILES - LEVEL 1 Word Recognition (HMC)	2	1	2	0	0	0	0	0	1	1	1	1	1	0	1	1	1	1	2	2	1	1	2	1	1	1	0	1	1	1	0	3	0	0	1	2	P F G P
PUPIL RECORD OF EDUCATIONAL BEHAVIOR Auditory Perception (TRC)	1	1	1	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	0	0	0	0	0	0	0	1	2	0	0	0	0	0	0	P F P P
PUPIL RECORD OF EDUCATIONAL BEHAVIOR Language Development (TRC)	1	1	1	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	0	0	0	0	0	0	0	1	2	0	0	0	0	0	0	P F P P
SCHONELL: GRADED WORD READING TEST (NFER)	0	1	2	0	0	0	0	0	1	0	1	0	0	0	0	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	1	P P P P
SCREENING TEST FOR AUDITORY PERCEPTION Part I (ATP)	0	0	2	0	0	0	0	1	2	0	1	1	1	1	1	1	0	1	1	2	1	1	2	1	1	1	0	0	1	0	0	0	0	0	2	2	P F F P
SCREENING TEST FOR AUDITORY PERCEPTION Part II (ATP)	0	0	2	0	0	0	0	1	2	0	1	1	1	1	1	1	0	1	1	2	1	1	2	1	1	1	0	0	1	0	0	0	0	0	2	2	P F F P
SCREENING TESTS TO BE USED BY THE CLASSROOM TEACHER MKM Auditory Letter Recognition Test (ATP)	0	1	1	0	0	0	0	0	2	0	1	0	0	0	0	0	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
SCREENING TESTS TO BE USED BY THE CLASSROOM TEACHER MKM Visual Letter Recognition Test (ATP)	0	1	1	0	0	0	0	0	2	0	1	1	1	0	0	0	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
SCREENING TESTS TO BE USED BY THE CLASSROOM TEACHER Recognition Vocabulary Test (ATP)	0	1	1	0	0	0	0	0	1	0	1	1	1	0	0	0	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
SLINGERLAND SCREENING TESTS FOR IDENTIFYING CHILDREN WITH SPECIFIC LANGUAGE DISABILITY - FORM A Auditory Association (EPS)	0	0	2	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	1	2	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
SLINGERLAND SCREENING TESTS FOR IDENTIFYING CHILDREN WITH SPECIFIC LANGUAGE DISABILITY - FORM A Auditory Sounds (EPS)	0	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	2	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
SLOSSON ORAL READING TEST (SEP)	0	1	2	0	0	0	0	1	2	0	1	1	1	0	0	0	1	1	2	0	1	1	0	0	1	1	0	0	1	0	0	0	0	0	0	0	P F P P
STANDARD READING INVENTORY Oral Performance Vocabulary in Context (BERS)	2	1	2	0	0	0	0	1	1	0	1	1	0	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
STANDARD READING INVENTORY Oral Performance Word Recognition Errors (BERS)	2	1	2	0	0	0	0	1	1	0	1	1	0	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
STANDARD READING INVENTORY SRI Check List of Reading Habits Word Analysis (BERS)	0	1	1	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Age Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-F-P
STANDARD READING INVENTORY SRI Check List of Reading Habits Word Attack (BERS)	0	0	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
STANDARD READING INVENTORY Vocabulary in Isolation (BERS)	2	1	2	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P G P P
STANDARD READING TESTS Letter-Recognition Test (ACER)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
STANDARD READING TESTS Oral Word-Recognition Test (ACER)	0	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
STANDARD READING TESTS Word-Recognition Test "Reversible" Words (ACER)	0	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
STANDARD READING TESTS Word-Recognition Test Common Words with Irregular Spelling (ACER)	0	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
STANDARD READING TESTS Word-Recognition Test Consonant Blends at Beginnings of Phonically Simple Words (ACER)	1	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
STANDARD READING TESTS Word-Recognition Test Consonant Blends at Ends of Phonically Simple Words (ACER)	0	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
STANDARD READING TESTS Word-Recognition Test Graded Phonically Complex Words (ACER)	0	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
STANDARD READING TESTS Word-Recognition Test Nonsense Syllables (ACER)	0	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
STANDARD READING TESTS Word-Recognition Test Phonically Simple Two- and Three-Letter Words (ACER)	1	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
STANDARD READING TESTS Word-Recognition Test Polysyllabic Phonically Simple Words (ACER)	0	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
STANFORD ACHIEVEMENT TEST - PRIMARY LEVEL I Word Study Skills (HBJ)	3	1	2	0	0	0	0	0	2	2	1	1	1	1	0	1	1	1	2	2	1	0	2	1	1	1	0	1	1	2	0	0	0	0	3	2	P G G P
STANFORD EARLY SCHOOL ACHIEVEMENT - LEVEL I Letters and Sounds (HBJ)	2	1	1	0	0	1	0	0	1	1	1	1	1	1	1	0	1	1	2	1	1	0	2	1	1	1	0	1	1	2	0	2	0	1	0	2	P F F P
STANFORD EARLY SCHOOL ACHIEVEMENT - LEVEL II Total (HBJ)	2	1	0	0	0	2	0	0	1	2	1	1	1	1	1	0	1	1	2	2	1	0	2	1	1	1	0	1	1	2	0	3	0	0	3	1	P G G P
STANFORD EARLY SCHOOL ACHIEVEMENT - LEVEL II Word Reading (HBJ)	2	1	2	0	0	1	0	0	2	2	1	1	1	1	1	1	1	1	2	2	1	0	2	1	1	1	0	1	1	2	0	3	0	0	1	2	P G G P
TEST OF INDIVIDUAL NEEDS IN READING Word Analysis (MRP)	1	1	2	0	0	0	0	0	1	0	1	1	0	0	0	0	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
TESTING-TEACHING MODULE OF AUDITORY DISCRIMINATION Diagnostic Test Auditory Blending (ATP)	2	0	2	0	0	0	0	0	1	0	1	1	1	1	1	1	1	1	2	0	1	1	1	1	1	1	0	0	1	3	0	0	0	0	0	0	P F F P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-3	0-3	0-1	0-3	0-2	G-a.
WIDE RANGE ACHIEVEMENT TEST - LEVEL 1 Reading (GAD)	0	1	2	0	1	1	0	0	2	0	1	1	1	0	0	1	1	0	2	0	1	1	1	1	1	1	1	0	1	1	0	3	0	1	3	2	P F F F
WOODCOCK READING MASTERY TESTS Index of Total Reading (AGS)	2	2	1	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	0	0	1	1	0	0	1	0	1	0	0	0	0	0	2	P F P P
WOODCOCK READING MASTERY TESTS Letter Identification (AGS)	2	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	1	1	1	0	0	1	0	1	0	0	0	0	0	2	P F P P
WOODCOCK READING MASTERY TESTS Word Attack (AGS)	2	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	1	1	0	1	1	0	0	1	0	1	0	0	0	0	0	2	P G P P
WOODCOCK READING MASTERY TESTS Word Identification (AGS)	2	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	1	1	1	0	0	1	0	1	0	0	0	0	0	2	P F P P
5B. FAMILIARITY WITH LITERATURE																																					
5BA. Recognition of Literary Devices and Qualities																																					
5BB. Knowledge of Literature																																					
5C. READING WITH UNDERSTANDING																																					
ACER LOWER GRADES READING TEST - LEVEL 1 (ACER)	3	1	2	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	2	1	1	0	1	1	1	0	0	0	1	1	0	3	0	0	2	2	P F P P
CALIFORNIA ACHIEVEMENT TESTS - LEVEL 1 Total Battery (CTB)	3	1	0	0	0	0	0	1	1	1	1	0	0	0	1	1	0	1	1	2	1	0	2	0	1	1	0	1	1	2	0	3	3	1	3	2	P F F G
CANADIAN TESTS OF BASIC SKILLS - LEVEL 7 Composite (TNS)	3	1	1	0	0	0	0	1	1	0	1	1	1	1	1	0	1	1	2	2	1	0	1	1	1	1	0	0	1	1	0	0	0	0	3	2	P F F P
COMPREHENSIVE TESTS OF BASIC SKILLS, EXPANDED EDITION - LEVEL C Total Battery (CTB)	3	1	1	0	0	1	0	1	1	1	1	1	1	1	0	1	1	1	2	2	1	0	2	1	1	1	0	1	1	0	2	3	2	0	3	2	P G F G
DURRELL LISTENING - READING SERIES: PRIMARY LEVEL Reading Test Total (HBJ)	3	1	2	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	1	2	1	0	2	1	1	1	0	1	1	2	0	3	0	1	3	2	P F G F
GRAY-VOTAW-ROGERS GENERAL ACHIEVEMENT TEST - PRIMARY Total Average (SV)	0	1	2	0	0	0	0	1	0	0	1	0	0	0	0	1	1	0	2	2	1	0	2	1	1	0	0	0	1	0	0	0	0	0	3	1	P P F P
IOWA TESTS OF BASIC SKILLS, PRIMARY, FORMS 5 AND 6 - LEVEL 7 Basic Composite (HMC)	3	1	1	0	0	0	0	1	1	2	1	1	1	0	0	0	1	1	2	2	1	0	2	1	1	0	0	0	1	1	0	0	0	0	0	2	P F F P
METROPOLITAN ACHIEVFMENT TESTS - PRIMARY I Total Reading (HBJ)	3	1	2	0	0	0	0	0	1	0	1	1	1	1	1	1	1	0	2	2	1	0	2	1	1	0	0	1	1	2	0	0	0	1	3	2	P F F P
SRA ASSESSMENT SURVEY, ACHIEVEMENT SERIES - PRIMARY I Composite (SRA)	2	2	0	0	0	1	0	0	1	1	1	1	1	1	0	0	1	1	2	2	1	0	2	1	1	1	0	1	1	1	0	3	0	0	3	2	P F F F

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-3	0-3	0-1	0-3	0-2	G F P
STANFORD ACHIEVEMENT TEST - PRIMARY LEVEL I Complete Battery (HBJ)	3	1	1	0	0	0	0	0	1	0	1	1	1	1	0	0	1	1	2	2	1	0	2	1	1	1	0	1	1	0	0	0	0	0	3	2	P F F P
STANFORD ACHIEVEMENT TEST - PRIMARY LEVEL I Reading: Part A + Part B (HBJ)	3	1	2	0	0	0	0	0	1	0	1	1	1	1	0	1	1	1	2	2	1	0	2	1	1	1	0	1	1	2	0	0	0	1	2	2	P F G P
STANFORD ACHIEVEMENT TEST - PRIMARY LEVEL I Total Reading (HBJ)	3	1	1	0	0	0	0	0	1	0	1	1	1	1	0	1	1	1	2	2	1	0	2	1	1	1	0	1	1	1	0	0	0	0	3	2	P F F P
SURVEY OF PRIMARY READING DEVELOPMENT - FORM A OR B (ETS)	2	1	1	0	0	0	0	0	0	0	1	1	1	1	1	1	1	1	2	2	1	0	2	0	1	1	0	0	1	2	0	0	0	0	0	0	P F F P
TEST OF READING, INTER-AMERICAN SERIES: LEVEL 1 Total (GTA)	1	1	2	0	0	0	0	1	0	0	1	1	0	1	0	0	1	1	2	2	1	1	2	0	1	0	0	0	1	0	0	0	3	1	1	1	P F F P
30A. Recognition of Word Meanings																																					
ACER PRIMARY READING SURVEY TESTS - LEVEL AA Word Recognition (ACER)	2	0	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	1	1	0	2	1	1	1	0	0	1	1	0	2	0	1	0	1	P G F P
AMERICAN SCHOOL ACHIEVEMENT TESTS - PRIMARY BATTERY I Reading Average (BMC)	3	1	1	0	0	0	0	1	2	2	1	1	1	1	0	0	1	1	2	2	1	1	2	0	1	1	0	1	1	1	0	0	0	0	0	0	P G F P
AMERICAN SCHOOL ACHIEVEMENT TESTS - PRIMARY BATTERY I Total Average (BMC)	3	0	1	0	0	0	0	1	1	0	1	1	1	1	0	0	1	1	2	2	1	0	2	0	1	1	0	1	1	1	0	0	0	0	0	0	P F F P
AMERICAN SCHOOL ACHIEVEMENT TESTS - PRIMARY BATTERY I Word Meaning (BMC)	3	1	2	0	0	0	0	1	2	2	1	1	1	1	0	0	1	1	2	2	1	1	2	0	1	1	0	1	1	1	0	3	0	0	0	1	P G F P
BOTEL READING INVENTORY Word Opposites Test - Reading (FPC)	2	1	2	0	0	0	0	1	1	0	1	0	1	1	1	1	1	1	2	2	1	1	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F F P
BOTEL READING INVENTORY Word Recognition Test (FPC)	2	0	2	0	0	0	0	1	1	0	1	1	0	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
BURNETT READING SERIES SURVEY TEST - PRIMARY I Word Meaning (STS)	2	0	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	0	2	2	1	1	2	1	1	1	0	0	1	1	0	0	0	1	3	2	P G F P
CANADIAN TESTS OF BASIC SKILLS - LEVEL 7 Vocabulary (TNS)	2	1	1	0	0	0	0	1	1	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	0	1	1	0	0	0	0	3	2	P G F P
COMPREHENSIVE TESTS OF BASIC SKILLS, EXPANDED EDITION - LEVEL C Reading Vocabulary (CTB)	3	1	2	0	0	1	0	1	1	2	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	1	1	0	0	2	0	0	3	2	P G F P
COOPERATIVE INTER-AMERICAN TESTS, TESTS OF READING: PRIMARY Total (GTA)	0	0	1	0	0	0	0	1	1	0	1	1	1	1	0	0	1	0	2	2	1	0	1	0	1	0	0	0	1	0	0	3	0	1	0	1	P F P P
COOPERATIVE INTER-AMERICAN TESTS, TESTS OF READING: PRIMARY Vocabulary (GTA)	0	1	2	0	0	0	0	1	1	0	1	1	1	1	0	0	1	0	2	2	1	1	1	0	1	0	0	0	1	0	0	0	0	1	0	1	P F P P
DIAGNOSTIC READING TEST Word Meanings Ability for Silent Reading (MPC)	0	1	2	0	0	0	0	0	2	0	1	0	0	0	0	1	1	1	2	0	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
DIAGNOSTIC READING TESTS, SURVEY SECTION: K-4, BOOKLET I Vocabulary Matching Words with Pictures and Numbers (CDRT)	0	0	2	0	0	0	0	0	1	0	1	0	0	0	0	0	1	1	1	1	1	0	1	0	1	0	0	0	1	0	0	0	0	0	3	2	P P P P
DIAGNOSTIC READING TESTS, SURVEY SECTION: K-4, BOOKLET I Vocabulary Total Score (CDRT)	0	1	1	0	0	0	0	0	0	0	1	0	0	0	0	0	1	1	1	1	1	0	1	0	1	0	0	0	1	0	0	0	0	0	3	2	P P P P
DIAGNOSTIC READING TESTS, SURVEY SECTION: K-4, BOOKLET I Vocabulary Writing Names of Objects (CDRT)	0	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0	1	1	1	1	1	0	1	0	1	1	0	0	1	0	0	0	0	0	3	2	P P P P
DURRELL LISTENING - READING SERIES: PRIMARY LEVEL Reading Test Vocabulary (HBJ)	3	1	2	0	0	1	0	0	1	0	1	1	1	1	1	1	1	1	1	2	1	0	2	1	1	1	0	1	1	2	0	3	0	1	3	2	P F G F
EMPORIA PRIMARY READING TEST (BEM)	1	1	0	0	0	0	0	0	1	0	1	1	1	1	1	0	1	1	2	2	1	1	2	0	1	1	0	0	1	1	0	2	0	0	1	1	P F F P
GATES-MacGINITIE READING TESTS - PRIMARY A Vocabulary (TCP)	1	1	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	0	2	1	1	1	2	1	1	1	0	1	1	0	0	3	2	1	2	2	P G F F
GRAY-VOTAW-ROGERS GENERAL ACHIEVEMENT TEST - PRIMARY Reading: Vocabulary (SV)	0	1	2	0	0	0	0	1	0	0	1	1	1	1	0	1	1	1	2	2	1	1	2	1	1	0	0	0	1	0	0	0	0	1	3	1	P F F P
IOWA TESTS OF BASIC SKILLS, PRIMARY, FORMS 5 AND 6 - LEVEL 7 Vocabulary (HMC)	0	1	2	0	0	0	0	1	0	2	1	1	1	1	1	0	1	1	2	2	1	1	2	1	1	0	0	0	1	1	0	0	0	0	3	2	P G F P
McGRATH TEST OF READING SKILLS Word Meanings (MPC)	0	1	2	0	0	0	0	0	1	0	1	1	0	0	0	1	1	1	2	0	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
METROPOLITAN ACHIEVEMENT TESTS - PRIMARY I Word Knowledge (HBJ)	3	1	2	0	0	0	0	0	2	0	1	1	1	1	1	0	1	0	2	2	1	1	2	1	1	0	0	1	1	2	0	0	0	1	2	2	P F G P
PUPIL PROGRESS SERIES DIAGNOSTIC READING - PRIMARY LEVEL I Vocabulary (STS)	1	2	1	0	0	0	0	1	1	0	1	1	1	1	0	1	1	0	2	2	1	1	2	1	1	1	0	0	1	1	0	2	0	0	3	2	P F F P
STANDARD READING TESTS Picture Word-Recognition Test (ACER)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
STANFORD ACHIEVEMENT TEST - PRIMARY LEVEL I Reading: Part A (HBJ)	3	1	2	0	0	0	0	0	1	0	1	1	1	1	1	1	1	1	2	2	1	0	2	1	1	1	0	1	1	2	0	0	0	1	1	2	P F G P
TEST OF READING, INTER-AMERICAN SERIES: LEVEL 1 Vocabulary (GTA)	1	1	2	0	0	0	0	1	0	0	1	1	1	1	1	0	1	0	2	2	1	1	2	0	1	0	0	0	1	0	0	0	3	1	1	1	P F F P
30B. Reading Comprehension																																					
BURNETT READING SERIES SURVEY TEST - PRIMARY I Comprehension (STS)	1	1	2	0	0	0	0	1	1	0	1	1	1	1	1	1	1	0	2	2	1	0	2	1	1	1	0	0	1	1	0	0	0	1	1	2	P F F P
BURNETT READING SERIES SURVEY TEST - PRIMARY I Total Survey (STS)	1	0	1	0	0	0	0	1	1	0	1	1	1	1	1	1	1	0	2	2	1	0	2	1	1	1	0	0	1	1	0	0	0	0	3	2	P F F P
CALIFORNIA ACHIEVEMENT TESTS - LEVEL 1 Reading Comprehension (CTB)	3	1	2	0	0	0	0	1	2	1	1	1	1	1	1	1	1	1	2	2	1	1	2	0	1	1	0	1	1	2	0	2	1	1	1	2	P G G P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
CANADIAN TESTS OF BASIC SKILLS - LEVEL 7 Reading Comprehension (TNS)	3	2	2	0	0	0	0	1	0	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	0	1	1	0	0	0	0	3	2	P F F P
COMPREHENSIVE TESTS OF BASIC SKILLS, EXPANDED EDITION - LEVEL B Reading Reading Comprehension (CTB)	3	1	2	0	0	1	0	1	1	1	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	1	1	0	0	3	0	1	0	2	P G F P
COMPREHENSIVE TESTS OF BASIC SKILLS, EXPANDED EDITION - LEVEL C Reading Passages (CTB)	3	2	2	0	0	1	0	1	1	1	1	1	1	1	0	1	1	1	2	2	1	0	2	1	1	1	0	1	1	0	0	2	0	1	1	2	F G F P
COMPREHENSIVE TESTS OF BASIC SKILLS, EXPANDED EDITION - LEVEL C Reading Sentences (CTB)	3	1	2	0	0	1	0	1	1	1	1	1	1	1	0	1	1	1	2	2	1	0	2	1	1	1	0	1	1	0	0	2	0	1	1	2	P G F P
COMPREHENSIVE TESTS OF BASIC SKILLS, EXPANDED EDITION - LEVEL C Reading Total Reading (CTB)	3	2	1	0	0	2	0	1	1	1	1	1	1	1	0	1	1	1	2	2	1	0	2	1	1	1	0	1	1	0	1	3	1	0	3	2	F G F F
COOPERATIVE INTER-AMERICAN TESTS, TESTS OF READING: PRIMARY Comprehension (GTA)	0	1	2	0	0	0	0	1	2	0	1	1	1	1	1	0	1	0	2	2	1	1	1	0	1	0	0	0	1	0	0	0	0	1	0	1	P F P P
COOPERATIVE PRIMARY TESTS Reading - Form 12 (ETS)	3	1	2	0	0	0	0	1	1	2	1	1	0	0	1	0	1	1	2	2	1	0	2	1	1	1	0	1	1	1	0	2	0	0	2	1	P F F P
DELAWARE COUNTY SILENT READING TEST #112 Interpretation of Ideas (NAS)	0	1	2	0	0	0	0	1	0	0	1	0	0	0	0	1	1	1	2	2	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
DELAWARE COUNTY SILENT READING TEST #112 Organization of Ideas (NAS)	0	0	2	0	0	0	0	1	2	0	1	0	0	0	1	1	1	1	2	2	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DELAWARE COUNTY SILENT READING TEST #112 Reading Achievement Rating (NAS)	0	2	2	0	0	0	0	1	0	0	1	0	0	0	0	1	1	1	2	2	1	0	0	0	0	1	0	0	1	1	0	0	0	0	0	0	P P P P
DELAWARE COUNTY SILENT READING TEST #112 Vocabulary (NAS)	0	0	1	0	0	0	0	1	1	0	1	0	0	0	0	1	1	1	2	2	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DENVER PUBLIC SCHOOLS READING INVENTORY Oral Reading Selection Oral Comprehension (DPS)	1	1	2	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	2	0	1	0	0	1	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
DENVER PUBLIC SCHOOLS READING INVENTORY Silent Comprehension (DPS)	1	1	2	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	2	0	1	0	0	1	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
DENVER PUBLIC SCHOOLS READING INVENTORY Total Comprehension (DPS)	1	2	2	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	2	0	1	0	0	1	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
DIAGNOSTIC READING SCALES Checklist of Reading Difficulties Silent Reading (CTB)	0	1	2	0	0	0	0	0	1	0	1	1	0	0	1	1	1	1	2	0	0	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DIAGNOSTIC READING SCALES Reading Passages Independent Level (CTB)	1	2	2	0	1	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	0	1	0	0	0	1	0	0	1	1	0	0	0	0	0	0	P F P P
DIAGNOSTIC READING SCALES Reading Passages Oral Comprehension (CTB)	1	2	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	0	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DIAGNOSTIC READING SCALES Reading Passages Rate of Silent Reading (CTB)	1	0	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	0	1	2	0	0	1	0	0	1	0	0	0	0	1	0	0	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-F-P
DIAGNOSTIC READING SCALES Reading Passages Silent Comprehension (CTB)	1	2	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	0	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DIAGNOSTIC READING TEST Silent Reading Test for Establishing Level of Comprehension (MPC)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
DIAGNOSTIC READING TESTS, SURVEY SECTION: K-4, BOOKLET I Story Reading Comprehension (CDRT)	0	1	2	0	0	0	0	0	1	0	1	0	0	0	0	1	1	1	2	1	1	0	2	0	1	1	0	0	1	0	0	0	0	0	1	2	P P P P
DOREN DIAGNOSTIC READING TEST OF WORD RECOGNITION Beginning Sounds (AGS)	2	1	1	0	0	0	0	0	1	0	1	1	0	1	1	1	1	1	2	2	1	1	2	1	0	0	0	0	1	2	0	0	0	0	0	0	P F F P
DOREN DIAGNOSTIC READING TEST OF WORD RECOGNITION Blending (AGS)	2	1	2	0	0	0	0	0	0	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	0	0	0	0	1	2	0	0	0	0	0	0	P F F P
DOREN DIAGNOSTIC READING TEST OF WORD RECOGNITION Discriminate Guessing (AGS)	2	1	2	0	0	0	0	0	0	0	1	1	1	1	1	1	1	1	2	2	1	1	0	1	0	0	0	0	1	2	0	0	0	0	0	0	P F F P
DURRELL ANALYSIS OF READING DIFFICULTY Oral Reading Comprehension (HBJ)	0	0	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DURRELL ANALYSIS OF READING DIFFICULTY Silent Reading Comparison with Oral Reading (HBJ)	0	0	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DURRELL ANALYSIS OF READING DIFFICULTY Silent Reading Comprehension (HBJ)	0	0	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	0	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DURRELL ANALYSIS OF READING DIFFICULTY Silent Reading Eye Movements (HBJ)	0	0	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DURRELL ANALYSIS OF READING DIFFICULTY Silent Reading Mechanics of Silent Reading - Check List of Difficulties (HBJ)	0	0	0	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DURRELL ANALYSIS OF READING DIFFICULTY Silent Reading Time (HBJ)	0	0	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DURRELL LISTENING - READING SERIES: PRIMARY LEVEL Reading Test Sentences (HBJ)	3	1	2	0	0	1	0	0	1	0	1	1	1	0	1	1	1	1	1	2	1	0	2	1	1	1	0	1	1	2	0	2	0	1	2	2	P F G P
GATES-MacGINITIE READING TESTS - PRIMARY A Comprehension (TCP)	1	1	2	0	0	0	0	1	1	0	1	1	1	1	0	1	1	0	2	1	1	0	2	1	1	1	0	1	1	0	0	3	2	1	1	2	P F F F
GILMORE ORAL READING TEST Comprehension (HBJ)	3	1	2	0	0	0	0	0	2	0	0	1	1	0	1	1	1	1	2	0	1	1	0	1	1	1	0	0	1	1	0	0	0	1	0	2	P F P P
GILMORE ORAL READING TEST Rate (HBJ)	3	0	2	0	0	0	0	0	1	0	0	1	1	0	1	1	1	1	2	0	1	1	2	1	0	1	0	0	1	1	0	0	0	1	0	0	P F F P
GRAY-VOTAW-ROGERS GENERAL ACHIEVEMENT TEST - PRIMARY Reading: Comprehension (SV)	0	2	2	0	0	0	0	1	0	0	1	1	1	1	0	1	1	1	2	2	1	1	2	1	1	0	0	0	1	0	0	0	0	1	3	1	P F F P
HOLBORN READING SCALE (GH)	0	0	2	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	2	0	1	1	2	0	0	1	1	0	1	0	0	0	0	0	0	0	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpretation		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
INDIVIDUAL READING TEST Reading Comprehension Test (ACER)	0	1	2	0	0	0	0	0	2	0	1	0	1	1	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
INDIVIDUAL READING TEST Speed of Reading Test (ACER)	0	0	2	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
INFORMAL READING ASSESSMENT TESTS, TEST 1 Comprehension (TNS)	0	1	2	0	0	0	0	0	1	0	1	0	0	1	1	1	1	1	2	2	1	1	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F F P
INFORMAL READING ASSESSMENT TESTS, TEST 1 Oral Reading Comprehension (TNS)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
INFORMAL READING ASSESSMENT TESTS, TEST 2 Comprehension (TNS)	0	1	2	0	0	0	0	0	1	0	1	0	0	1	1	1	1	1	2	2	1	1	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F F P
INFORMAL READING ASSESSMENT TESTS, TEST 2 Oral Reading Comprehension (TNS)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
IOWA TESTS OF BASIC SKILLS, PRIMARY, FORMS 5 AND 6 - LEVEL 7 Reading Comprehension (HMC)	3	1	2	0	0	0	0	1	0	1	1	1	1	0	1	1	1	1	2	2	1	0	2	1	1	0	0	0	1	1	0	0	0	0	3	2	P F F P
McGRATH TEST OF READING SKILLS Oral Reading Rates (MPC)	0	0	2	0	0	0	0	0	1	0	1	1	0	0	0	1	1	1	2	0	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
McGRATH TEST OF READING SKILLS Silent Reading Rates (MPC)	0	0	2	0	0	0	0	0	1	0	1	1	0	0	0	1	1	1	2	0	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
METROPOLITAN ACHIEVEMENT TESTS - PRIMARY I Reading (HBJ)	3	2	2	0	0	0	0	0	1	0	1	1	1	1	1	1	1	0	2	2	1	0	2	1	[illegible]	0	0	1	1	2	0	0	0	1	3	2	P F F P
NEALE ANALYSIS OF READING ABILITY Comprehension of Reading (NFER)	0	1	2	0	0	0	0	0	1	0	1	1	0	0	1	0	1	1	2	0	1	1	0	1	0	1	0	0	1	0	0	0	0	0	0	2	P F P P
PEABODY INDIVIDUAL ACHIEVEMENT TEST Reading Comprehension (AGS)	2	1	2	0	0	1	0	1	2	0	1	1	1	1	1	1	1	1	2	0	1	1	2	1	1	1	1	1	1	1	2	0	0	0	1	2	P G F P
PRIMARY READING PROFILES - LEVEL 1 Composite (HMC)	2	2	1	0	0	1	0	0	1	1	1	0	0	0	1	0	1	1	2	1	1	0	2	1	1	1	0	1	1	1	0	3	0	1	2	2	P F F F
PRIMARY READING PROFILES - LEVEL 1 Reading Comprehension (HMC)	2	2	2	0	0	0	0	0	1	2	1	0	1	1	1	0	1	1	2	1	1	0	2	1	1	1	0	1	1	1	0	3	0	1	2	2	P F F F
PRIMARY READING PROFILES - LEVEL 1 Word Attack (HMC)	2	0	1	0	0	0	0	0	1	1	1	0	0	1	1	0	1	1	2	1	1	0	2	1	1	1	0	1	1	1	0	2	0	1	1	2	P F F P
PUPIL PROGRESS SERIES DIAGNOSTIC READING - PRIMARY LEVEL I Comprehension (STS)	1	2	2	0	0	0	0	1	0	0	1	1	1	1	0	0	1	0	2	2	1	1	2	1	1	1	0	0	1	1	0	2	0	1	3	2	P F F F
PUPIL PROGRESS SERIES DIAGNOSTIC READING - PRIMARY LEVEL I Rate (STS)	1	0	2	1	0	0	0	1	0	0	1	1	1	0	0	1	1	1	2	2	1	1	2	1	1	1	0	0	1	1	0	2	0	1	1	2	P F F P
READING TEST A (NFER2)	0	0	2	0	0	0	0	0	0	0	0	1	1	1	1	1	1	1	2	2	1	0	2	0	0	1	0	0	1	0	0	0	0	0	0	2	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent / Factorial	Experimental / Evolutional				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
SILENT READING TEST B (NFER)	0	1	2	0	0	0	0	1	0	0	1	0	0	1	0	1	0	1	1	2	1	1	1	0	0	0	0	0	1	0	0	0	0	1	0	0	P P P P
SIMPLE PROSE READING TEST Comprehension (NFER)	0	1	2	0	0	0	0	1	0	0	1	1	1	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
SRA ASSESSMENT SURVEY, ACHIEVEMENT SERIES - PRIMARY I Reading (SRA)	2	2	1	0	0	1	0	0	1	1	1	1	1	1	0	1	1	1	2	2	1	0	2	1	1	1	0	1	1	1	0	2	0	0	3	2	P F F P
STANDARD READING INVENTORY Oral Performance Oral Recall (BERS)	2	0	1	0	0	0	0	1	1	0	1	1	0	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
STANDARD READING INVENTORY Silent Performance Silent Recall (BERS)	2	0	1	0	0	0	0	1	1	0	1	1	0	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
STANDARD READING INVENTORY Silent Performance Speed (Seconds) (BERS)	2	0	2	0	0	0	0	1	1	0	1	1	0	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
STANDARD READING INVENTORY SRI Check List of Reading Habits Silent Reading (BERS)	0	0	1	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
STANDARD READING TESTS Graded Test of Reading Experience (ACER)	0	1	2	0	0	0	0	0	0	0	1	1	1	0	0	0	0	1	2	2	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
STANDARD READING TESTS Silent Prose-Reading and Comprehension Test (ACER)	0	0	2	0	0	0	0	0	1	0	1	1	1	0	1	0	1	1	2	0	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
STANDARD READING TESTS Standard Test of Reading Skill (ACER)	1	1	2	0	0	0	0	0	1	0	1	1	0	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	2	0	0	0	0	0	0	P F P P
STANFORD ACHIEVEMENT TEST - PRIMARY LEVEL I Reading: Part B (HBJ)	3	2	2	0	0	0	0	0	0	0	1	1	1	1	0	1	1	1	2	2	1	0	2	1	1	1	0	1	1	2	0	0	0	1	1	2	P F G P
STANFORD EARLY SCHOOL ACHIEVEMENT - LEVEL II Sentence Reading (HBJ)	2	1	2	0	0	1	0	0	1	1	1	1	1	1	1	0	1	1	2	2	1	0	2	1	1	1	0	1	1	2	0	3	0	0	2	2	P F G P
SUCHER-ALLREAD READING PLACEMENT INVENTORY Oral Reading Comprehension (EC)	1	2	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
TEST OF INDIVIDUAL NEEDS IN READING Comprehension (MRP)	1	1	2	0	0	0	0	0	1	0	1	1	1	1	0	0	1	1	2	0	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
TEST OF INDIVIDUAL NEEDS IN READING Silent Reading Speed (MRP)	1	0	2	0	0	0	0	0	1	0	1	1	1	1	0	0	1	1	2	0	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
TEST OF READING, INTER-AMERICAN SERIES: LEVEL 1 Comprehension (GTA)	1	1	2	0	0	0	0	1	0	0	1	1	0	1	0	0	1	1	2	2	1	1	2	0	1	0	0	0	1	0	0	0	3	1	1	1	P F F P
WILLIAMS PRIMARY READING TEST - PRIMARY I	1	1	1	0	0	0	0	0	1	0	1	1	1	1	0	1	1	1	2	2	1	0	2	1	1	0	0	0	1	0	0	0	0	1	0	1	P F F P
WOODCOCK READING MASTERY TESTS Passage Comprehension (AGS)	2	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	0	1	1	0	0	1	0	1	0	0	0	0	0	2	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent / Factorial	Experimental / Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G—P
31. READING INTERPRETATION AND CRITICISM																																					
31A. Oral Reading																																					
DENVER PUBLIC SCHOOLS READING INVENTORY Inventory Analysis - Teacher Observation (DPS)	1	0	1	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	2	0	1	0	0	1	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
DIAGNOSTIC READING SCALES Check List of Reading Difficulties Oral Reading (CTB)	0	1	2	0	0	0	0	0	1	0	1	1	0	0	1	1	1	1	2	0	0	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DIAGNOSTIC READING SCALES Reading Passages Instructional Level (CTB)	1	2	1	0	1	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	0	1	0	0	0	1	0	0	1	1	0	0	0	0	0	0	P F P P
DIAGNOSTIC READING SCALES Reading Passages Oral Errors (CTB)	1	2	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	0	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DIAGNOSTIC READING TEST Oral Paragraph Reading Ability (MPC)	0	1	2	0	0	0	0	0	1	0	1	0	0	0	0	1	1	1	2	0	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
DURRELL ANALYSIS OF READING DIFFICULTY Check List of Instructional Needs - Primary Reading Level (HBJ)	0	1	0	0	0	0	0	0	2	0	1	1	0	0	1	1	1		2	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DURRELL ANALYSIS OF READING DIFFICULTY Oral Reading Errors (HBJ)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DURRELL ANALYSIS OF READING DIFFICULTY Oral Reading General Reading Habits - Check List of Difficulties (HBJ)	0	0	1	0	0	0	0	0	1	0	1	1	0	0	1	1	1	1	2	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DURRELL ANALYSIS OF READING DIFFICULTY Oral Reading Phrase Reading - Check List of Difficulties (HBJ)	0	1	2	0	0	0	0	0	1	0	1	1	0	0	1	1	1	1	2	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DURRELL ANALYSIS OF READING DIFFICULTY Oral Reading Time (HBJ)	0	0	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DURRELL ANALYSIS OF READING DIFFICULTY Oral Reading Voice, Enunciation, Expression - Check List of Difficulties (HBJ)	0	0	2	0	0	0	0	0	1	0	1	1	0	0	1	1	1	1	2	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DURRELL ANALYSIS OF READING DIFFICULTY Oral Reading Word Skills in Oral Reading - Check List of Difficulties (HBJ)	0	1	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
GATES-McKILLOP READING DIAGNOSTIC TESTS Oral Reading Analysis of Mispronunciations (TCP)	0	0	2	0	0	0	0	0	0	0	0	1	1	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
GATES-McKILLOP READING DIAGNOSTIC TESTS Oral Reading Analysis of Mispronunciations - Full Reversals (TCP)	0	0	2	0	0	0	0	0	0	0	0	1	1	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
GATES-McKILLOP READING DIAGNOSTIC TESTS Oral Reading Analysis of Mispronunciations - Reversal of Parts (TCP)	0	0	2	0	0	0	0	0	0	0	0	1	1	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
GATES-McKILLOP READING DIAGNOSTIC TESTS Oral Reading Analysis of Mispronunciations - Total Wrong (E++) (TCP)	0	0	2	0	0	0	0	0	0	0	0	1	1	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
GATES-McKILLOP READING DIAGNOSTIC TESTS Oral Reading Analysis of Mispronunciations - Wrong Beginnings (TCP)	0	0	2	0	0	0	0	0	0	0	0	1	1	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
GATES-McKILLOP READING DIAGNOSTIC TESTS Oral Reading Analysis of Mispronunciations - Wrong Endings (TCP)	0	0	2	0	0	0	0	0	0	0	0	1	1	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
GATES-McKILLOP READING DIAGNOSTIC TESTS Oral Reading Analysis of Mispronunciations - Wrong Middles (TCP)	0	0	2	0	0	0	0	0	0	0	0	1	1	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
GATES-McKILLOP READING DIAGNOSTIC TESTS Oral Reading Analysis of Mispronunciations - Wrong Several Parts (TCP)	0	0	2	0	0	0	0	0	0	0	0	1	1	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
GATES-McKILLOP READING DIAGNOSTIC TESTS Oral Reading Analysis of Total Errors (TCP)	0	0	2	0	0	0	0	0	0	0	0	1	1	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
GATES-McKILLOP READING DIAGNOSTIC TESTS Oral Reading Analysis of Total Errors - Additions, Words (TCP)	0	0	2	0	0	0	0	0	0	0	0	1	1	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
GATES-McKILLOP READING DIAGNOSTIC TESTS Oral Reading Analysis of Total Errors - Mispronunciations (G Through K) (TCP)	0	0	2	0	0	0	0	0	0	0	0	1	1	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
GATES-McKILLOP READING DIAGNOSTIC TESTS Oral Reading Analysis of Total Errors - Omissions, Words (TCP)	0	0	2	0	0	0	0	0	0	0	0	1	1	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
GATES-McKILLOP READING DIAGNOSTIC TESTS Oral Reading Analysis of Total Errors - Repetitions (TCP)	0	0	2	0	0	0	0	0	0	0	0	1	1	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
GATES-McKILLOP READING DIAGNOSTIC TESTS Oral Reading Total Score (TCP)	0	1	2	0	0	0	0	0	0	0	0	1	1	0	1	1	1	1	2	2	0	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
GILMORE ORAL READING TEST Accuracy (HBJ)	3	2	2	0	0	2	0	0	1	0	0	1	1	0	1	1	1	1	2	0	1	1	0	1	1	1	0	0	1	1	0	0	0	1	0	2	F F P P
GRAY ORAL READING TEST (SV)	3	2	2	0	0	0	0	1	2	0	0	1	1	0	1	1	1	1	2	0	1	1	1	0	1	0	0	0	1	1	0	0	0	0	0	1	P F P P
INFORMAL READING ASSESSMENT TESTS, TEST 1 Oral Reading Vocabulary (TNS)	0	1	2	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
INFORMAL READING ASSESSMENT TESTS, TEST 2 Oral Reading Vocabulary (TNS)	0	1	2	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
McGRATH TEST OF READING SKILLS Oral Paragraph Reading (MPC)	0	1	2	0	0	0	0	0	1	0	1	1	0	0	0	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
NEALE ANALYSIS OF READING ABILITY Qualitative Assessment General Reading Habits (NFER)	0	0	1	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	0	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
NEALE ANALYSIS OF READING ABILITY Rate of Reading (NFER)	0	0	2	0	0	0	0	0	1	0	1	1	0	0	1	0	1	1	2	0	1	1	2	1	0	1	0	0	1	0	0	0	0	0	0	2	P F P P
ORAL WORD RECOGNITION TEST (MPC)	0	0	2	0	0	0	0	0	2	0	1	0	0	0	0	0	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustrations & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-F-P
SIMPLE PROSE READING TEST Speed (NFER)	0	0	2	0	0	0	0	1	0	0	1	1	0	0	1	1	1	1	2	0	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
SIMPLE PROSE READING TEST Word Recognition (NFER)	0	1	2	0	0	0	0	1	0	0	1	1	1	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
STANDARD READING INVENTORY Oral Performance Speed (Seconds) (BERS)	2	0	2	0	0	0	0	1	1	0	1	1	0	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
STANDARD READING INVENTORY Oral Performance Total Errors (BERS)	2	0	2	0	0	0	0	1	1	0	1	1	0	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
STANDARD READING INVENTORY SRI Check List of Reading Habits Oral Reading (BERS)	0	1	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
STANDARDIZED ORAL READING CHECK TESTS Set I Errors (BMC)	0	1	2	0	0	0	0	0	1	0	1	1	0	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
STANDARDIZED ORAL READING CHECK TESTS Set I Rate (BMC)	0	1	2	0	0	0	0	0	1	0	1	1	0	0	1	1	1	1	2	0	1	1	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
STANDARDIZED ORAL READING PARAGRAPHS (BMC)	0	2	2	0	0	0	0	0	0	0	1	1	0	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
SUCHER-ALLRED READING PLACEMENT INVENTORY Oral Reading Word Recognition (EC)	1	0	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
SUCHER-ALLRED READING PLACEMENT INVENTORY Word Recognition (EC)	1	0	2	0	0	0	0	0	2	0	1	0	0	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
TEST OF INDIVIDUAL NEEDS IN READING Basic Reading Level (MRP)	1	1	2	0	0	0	0	0	1	0	1	1	1	1	0	0	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
TEST OF INDIVIDUAL NEEDS IN READING Oral Reading Summary (MRP)	1	1	2	0	0	0	0	0	1	0	1	1	1	1	0	0	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
31B. Reading Interpretation																																					
STANDARD READING INVENTORY Total Interpretation (BERS)	0	1	2	0	0	0	0	1	1	0	1	1	0	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
31C. Critical Reading																																					
32. VALUING LITERATURE AND LANGUAGE																																					
32A. Response to Literature and Language																																					
DURRELL ANALYSIS OF READING DIFFICULTY Silent Reading Response to Imagery Questions (HBJ)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1	1	1	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evolutional				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Scr'r Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-P
32B. Personal Use of Reading and Language Skills																																					
RELIGION AND ETHICS																																					
33. UNDERSTANDING RELIGION																																					
33A. Knowledge of Own Religion																																					
33B. Knowledge of Religions of the World																																					
34. PERSONAL ETHICS AND RELIGIOUS BELIEF																																					
DETROIT ADJUSTMENT INVENTORY - DELTA FORM Community - Ethical (BMC)	0	0	1	0	0	0	0	0	1	0	0	1	0	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
DETROIT ADJUSTMENT INVENTORY - DELTA FORM Reaction Ethical - Total (BMC)	0	0	1	0	0	0	0	0	1	0	0	1	0	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
34A. Ethical Code and Practice																																					
AAMD ADAPTIVE BEHAVIOR SCALE Untrustworthy Behavior (AAMD)	2	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	1	1	1	1	0	1	1	0	1	1	0	0	0	0	0	0	P G F P
BRISTOL SOCIAL ADJUSTMENT GUIDES - 1 AND 2 The Child in School Non-Syndromic Over-Reaction (EITS)	2	1	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	1	1	0	1	1	1	0	0	0	0	0	0	0	0	0	P F P P
DETROIT ADJUSTMENT INVENTORY - DELTA FORM Self - Ethical (BMC)	0	0	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
DETROIT TEST OF LEARNING APTITUDE Social Adjustment A (BMC)	0	1	2	0	0	0	0	0	1	0	1	1	0	0	1	1	1	1	2	0	0	1	0	1	1	1	1	0	0	0	0	0	0	0	0	2	P F P P
PERSONALITY RATING SCALE Honesty (ETSA)	1	1	2	0	0	0	0	1	0	0	1	1	1	1	1	1	0	1	0	2	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Conscience Affect (DCH)	1	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Conscience Motivation (DCH)	1	0	1	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Conscience Outcome (DCH)	1	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Sim. Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-3	0-3	0-1	0-2	0-2	[illegible]
24B. Religious Belief and Practice																																					
PERSONALITY RATING SCALE Religiousness (ETSA)	1	1	2	0	0	0	0	1	0	0	1	1	1	1	1	1	0	1	0	2	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
SCIENCE																																					
3A. INVESTIGATING THE ENVIRONMENT																																					
3AA. Scientific Observation and Description																																					
COMPREHENSIVE TESTS OF BASIC SKILLS, EXPANDED EDITION - LEVEL C Science (CTB)	3	1	0	0	2	1	0	1	0	1	1	1	1	1	0	0	1	1	2	2	1	0	2	1	1	1	0	1	1	0	0	2	0	0	3	2	P F F P
PIAGET'S TASKS (BEM)	0	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
3AB. Generalization and Hypothesis Formation in Science																																					
CONCEPT ASSESSMENT KIT - CONSERVATION, FORM A (EITS)	2	0	2	0	0	0	0	0	2	1	1	1	1	1	1	1	1	1	2	0	1	1	0	1	1	1	1	0	1	0	0	3	3	0	0	2	P G P F
CONCEPT ASSESSMENT KIT - CONSERVATION, FORM C (EITS)	2	0	2	0	0	0	0	0	2	1	1	1	1	1	1	1	1	1	2	0	1	1	0	1	1	1	1	0	1	0	0	3	0	0	0	2	P G P P
3AC. Experimentation																																					
3B. UNDERSTANDING SCIENCE																																					
TESTS OF BASIC EXPERIENCES - LEVEL L Science (CTB)	2	1	2	0	2	2	1	0	1	0	1	1	1	1	1	1	1	1	2	2	1	0	2	1	1	1	0	0	1	1	2	2	0	1	2	2	F F F F
3BA. Knowledge of Different Life Forms																																					
BARCLAY EARLY CHILDHOOD ASSESSMENT GUIDE Environmental Exploration (ESD)	0	0	0	0	0	0	0	0	0	0	1	1	1	0	1	1	1	1	2	0	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
BUTLER LIFE SCIENCE CONCEPT TEST (PA)	1	2	2	0	0	0	0	0	0	0	1	1	0	1	0	0	0	1	1	2	1	0	2	0	1	1	0	0	1	0	0	0	0	0	0	2	P P F P
3BB. Knowledge of Ecology																																					
3BC. Knowledge of Physical Science																																					

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADUATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	[illegible]
36D. Knowledge of the Foundations of Science																																					
37. VALUING AND APPLYING SCIENCE																																					
37A. Science Interest and Appreciation																																					
MINNESOTA SCHOOL AFFECT ASSESSMENT - FORM CL Science (MSTP)	0	0	2	0	0	0	0	0	[illegible]	0	1	0	0	1	1	1	1	1	1	2	0	0	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
37B. Application of Scientific Methods in Everyday Life																																					
SOCIAL STUDIES																																					
38. UNDERSTANDING HISTORY AND CIVICS																																					
38A. Knowledge of History																																					
38B. Knowledge of Government and Civics																																					
38C. Knowledge of Current Events																																					
39. UNDERSTANDING GEOGRAPHY																																					
COMPREHENSIVE TESTS OF BASIC SKILLS, EXPANDED EDITION - LEVEL C Social Studies (CTB)	3	1	1	0	0	1	0	1	1	1	1	1	1	1	0	0	1	1	2	2	1	0	2	1	1	1	0	1	1	0	0	2	0	0	3	2	P F F P
PRIMARY SOCIAL STUDIES TEST (HMC)	3	1	1	0	0	0	0	0	1	0	1	1	1	1	1	1	1	1	2	2	1	0	2	1	1	1	0	1	1	2	0	2	0	1	1	2	P F G P
STANFORD EARLY SCHOOL ACHIEVEMENT - LEVEL I The Environment: Social Studies and Science (HBJ)	2	1	1	0	0	1	0	0	1	1	1	1	1	1	1	0	1	1	2	1	1	0	2	1	1	1	0	1	1	2	0	2	0	1	1	2	P F F P
39A. Knowledge of Physical Geography																																					
IOWA TESTS OF BASIC SKILLS, PRIMARY, FORMS 5 AND 6 - LEVEL 7 Work-Study Skills Maps and Graphs and Tables (HMC)	3	0	2	0	0	0	0	1	0	2	1	1	1	0	0	1	1	1	2	2	1	0	2	1	1	0	0	0	1	1	0	0	0	0	3	2	P F F P
39B. Knowledge of Anthropology and Cultural Geography																																					

ELEMENTARY GOAL

TEST NAME

	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	TOTAL LETTER GRADES
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustrations & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-3	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	[illegible]
39C. Knowledge of Economic Processes and Geography																																					
STANFORD EARLY SCHOOL ACHIEVEMENT - LEVEL II The Environment: Social Studies and Science (HBJ)	2	1	1	0	0	1	0	0	1	2	1	1	1	1	1	0	1	1	2	2	:	0	2	1	1	1	0	1	1	2	0	2	0	1	3	2	P G G F
40. UNDERSTANDING SOCIAL RELATIONSHIPS																																					
40A. Knowledge of Family Life																																					
40B. Knowledge of Social Control and Conflict																																					
40C. Knowledge of Social Groups																																					
41. VALUING AND APPLYING SOCIAL STUDIES																																					
41A. Social Studies Interest and Appreciation																																					
41B. Citizenship																																					
41C. Ethnic and Cultural Appreciation																																					
CULTURAL ATTITUDE SCALES Anglo-American Scale (LCI)	0	0	2	0	0	0	0	0	1	0	1	1	1	0	1	0	1	1	2	1	1	0	2	0	0	0	0	0	1	0	0	0	0	1	0	0	P F P P
CULTURAL ATTITUDE SCALES Black-American Scale (LCI)	0	0	2	0	0	0	0	0	1	0	1	1	1	0	1	0	1	1	2	1	1	0	2	0	0	0	0	0	1	0	0	0	0	1	0	0	P F P P
CULTURAL ATTITUDE SCALES Mexican-American Scale (LCI)	0	0	2	0	0	0	0	0	1	0	1	1	1	0	1	0	1	1	2	1	1	0	2	0	0	0	0	0	1	0	0	0	0	1	0	0	P F P P
CULTURAL ATTITUDE SCALES Puerto Rican Scale (LCI)	0	0	2	0	0	0	0	0	1	0	1	1	1	0	1	0	1	1	2	1	1	0	2	0	0	0	0	0	1	0	0	0	0	1	0	0	P F P P
KATZ-ZALK OPINION QUESTIONNAIRE Other-Race Negative Attitude Immoral Behavior (PAK)	0	0	2	0	0	0	0	0	0	0	1	1	0	0	1	0	1	1	2	1	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
KATZ-ZALK OPINION QUESTIONNAIRE Other-Race Negative Attitude Initiation of Aggression (PAK)	0	0	2	0	0	0	0	0	0	0	1	1	0	0	1	0	1	1	2	1	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
KATZ-ZALK OPINION QUESTIONNAIRE Other-Race Negative Attitude Negative Evaluation by Adults (PAK)	0	0	2	0	0	0	0	0	0	0	1	1	0	0	1	0	1	1	2	1	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
KATZ-ZALK OPINION QUESTIONNAIRE Other-Race Negative Attitude Non-Acceptance by Peers (PAK)	0	0	2	0	0	0	0	0	0	0	1	1	0	0	1	0	1	1	2	1	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
KATZ-ZALK OPINION QUESTIONNAIRE Same-Race Positive Attitude Academic Achievement (PAK)	0	0	2	0	0	0	0	0	0	0	1	1	0	0	1	0	1	1	2	1	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
KATZ-ZALK OPINION QUESTIONNAIRE Same-Race Positive Attitude Achievement in Non-Athletic Games (PAK)	0	0	2	0	0	0	0	0	0	0	1	1	0	0	1	0	1	1	2	1	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
KATZ-ZALK OPINION QUESTIONNAIRE Same-Race Positive Attitude Athletic Achievement (PAK)	0	0	2	0	0	0	0	0	0	0	1	1	0	0	1	0	1	1	2	1	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
KATZ-ZALK OPINION QUESTIONNAIRE Same-Race Positive Attitude Leadership (PAK)	0	0	2	0	0	0	0	0	0	0	1	1	0	0	1	0	1	1	2	1	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
KATZ-ZALK OPINION QUESTIONNAIRE Total P (PAK)	0	0	2	0	0	0	0	0	0	0	1	1	0	0	1	0	1	1	2	1	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P

GRADE 2

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-3	0-3	0-1	0-3	0-2	[illegible]
AFFECTIVE AND PERSONALITY TRAITS																																					
I. PERSONAL TEMPERAMENT																																					
AAMD ADAPTIVE BEHAVIOR SCALE Psychological Disturbances (AAMD)	2	1	2	0	0	0	0	0	1	0	1	1	1	1	1	1	1	1	2	0	1	1	1	1	0	1	1	0	1	1	0	0	0	0	0	0	P F F P
BURKS' BEHAVIOR RATING SCALE FOR ORGANIC BRAIN DYSFUNCTION Total Score (AP)	2	1	1	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	2	0	1	1	1	0	0	1	0	0	0	1	0	0	0	0	0	0	P F P P
EARLY SCHOOL PERSONALITY QUESTIONNAIRE Forthright vs. Shrewd (IPAT)	1	0	0	0	0	0	0	0	2	0	1	1	1	1	0	0	0	1	2	1	1	0	2	1	0	1	1	0	1	1	0	0	0	0	1	1	P F F P
EARLY SCHOOL PERSONALITY QUESTIONNAIRE Relaxed vs. Tense (IPAT)	1	0	0	0	0	0	0	0	2	0	1	1	1	1	0	0	0	1	2	1	1	0	2	1	0	1	1	0	1	1	0	0	0	0	1	1	P F F P
HAND TEST Experience Ratio (WPS)	1	0	1	0	0	0	0	0	2	0	1	1	0	0	1	0	1	1	1	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
INFERRED SELF-CONCEPT SCALE (WPS)	2	2	1	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	0	1	1	1	1	0	0	1	0	1	0	2	0	0	0	0	0	P F P P
MULTIDIMENSIONAL MATURITY SCALE Emotional Maturity (PI)	1	0	1	0	0	0	0	0	0	0	0	1	0	0	0	1	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
PROBLEM LIST (GES)	0	0	0	0	0	0	0	0	1	0	1	1	0	0	0	0	1	1	2	2	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
VINELAND SOCIAL MATURITY SCALE (AGS)	3	0	1	0	1	0	0	0	0	0	1	1	0	0	1	1	1	1	2	0	0	1	0	0	1	0	1	0	0	2	0	0	0	0	0	0	P F P P
IA. Self-Assertion																																					
BRISTOL SOCIAL-ADJUSTMENT GUIDES - 1 AND 2 The Child in School Non-Syndromic Under-Reaction (EITS)	2	0	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	1	1	0	1	1	1	0	0	0	0	0	0	0	0	0	P F P P
BRISTOL SOCIAL-ADJUSTMENT GUIDES - 1 AND 2 The Child in School Under-Reaction Total (EITS)	2	0	1	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	1	1	0	1	1	1	0	0	0	0	0	0	0	0	0	P F P P
BRISTOL SOCIAL-ADJUSTMENT GUIDES - 1 AND 2 The Child in School Unforthcomingness (EITS)	2	1	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	1	1	0	1	1	1	0	0	0	0	0	0	0	0	0	P F P P
BRISTOL SOCIAL-ADJUSTMENT GUIDES - THE CHILD IN RESIDENTIAL CARE Anxious Over-Reaction (NFER)	0	1	1	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
BRISTOL SOCIAL-ADJUSTMENT GUIDES - THE CHILD IN RESIDENTIAL CARE Backwardness (NFER)	0	0	1	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
BRISTOL SOCIAL-ADJUSTMENT GUIDES - THE CHILD IN RESIDENTIAL CARE Overdependence (NFER)	0	0	2	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent / Factorial	Experimental / Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-2	0-2	G-P
BRISTOL SOCIAL-ADJUSTMENT GUIDES - THE CHILD IN RESIDENTIAL CARE Peer-Group Deviance (NFER)	0	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
BRISTOL SOCIAL-ADJUSTMENT GUIDES - THE CHILD IN RESIDENTIAL CARE Unforthcomingness (NFER)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
BRISTOL SOCIAL-ADJUSTMENT GUIDES - THE CHILD IN THE FAMILY Child's Attitudes to the Mother Anxious Over-Concern (NFER)	0	0	1	0	0	0	0	0	0	0	1	1	1	0	1	1	1	1	2	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
BRISTOL SOCIAL-ADJUSTMENT GUIDES - THE CHILD IN THE FAMILY Child's General Family-Insecurity Anxiety for Approval-Acceptance by Other Children (NFER)	0	1	1	0	0	0	0	0	0	0	1	[illegible]	1	0	1	1	1	1	2	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
BRISTOL SOCIAL-ADJUSTMENT GUIDES - THE CHILD IN THE FAMILY Stress Symptoms 'Nervous' and Unforthcomingness (NFER)	0	1	2	0	0	0	0	0	0	0	1	1	1	0	1	1	1	1	2	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
BURKS' BEHAVIOR RATING SCALES Excessive Dependency (AP)	2	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	0	1	1	1	1	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
CALIFORNIA TEST OF PERSONALITY - PRIMARY Personal Adjustment Sense of Personal Freedom (CTB)	2	1	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	1	0	1	1	0	0	0	1	0	0	P G G P
CALIFORNIA TEST OF PERSONALITY - PRIMARY Social Adjustment Social Standards (CTB)	2	2	1	1	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	1	0	1	1	0	0	0	1	0	0	P G G P
DEVEREUX ELEMENTARY SCHOOL BEHAVIOR RATING SCALE External Reliance (DFP)	1	1	2	0	0	0	0	0	1	0	1	1	0	0	0	1	0	1	1	0	1	1	0	1	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
EARLY SCHOOL PERSONALITY QUESTIONNAIRE Vigorous vs. Circumspect Individualism (IPAT)	1	0	1	0	0	0	0	0	2	0	1	1	1	1	0	0	0	1	2	1	1	0	2	1	0	1	1	0	1	1	0	0	0	0	1	1	P F F P
HAND TEST Dependence (WPS)	1	0	1	0	0	0	0	0	2	0	1	1	0	0	1	0	1	1	1	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
KAHN TEST OF SYMBOL ARRANGEMENT Reaction Time (PTS)	1	0	0	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
LOUISVILLE BEHAVIOR CHECK LIST - FORM E2 Immaturity (CPRC)	1	1	1	0	0	0	0	0	0	1	0	1	0	0	0	1	1	1	2	0	0	0	1	0	1	1	0	0	0	0	0	0	0	0	0	0	P P P P
LOUISVILLE BEHAVIOR CHECK LIST - FORM E2 Social Withdrawal (CPRC)	1	1	1	0	0	0	0	0	0	1	0	1	0	0	0	1	1	1	2	0	0	0	1	0	1	1	0	0	0	0	0	0	0	0	0	0	P P P P
MINNESOTA SCHOOL AFFECT ASSESSMENT - FORM CL Autonomy (MSTP)	0	1	1	0	0	0	0	0	2	0	1	0	0	1	1	1	1	1	1	2	0	0	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
MINNESOTA SCHOOL AFFECT ASSESSMENT - FORM CL Independence (MSTP)	0	0	2	0	0	0	0	0	0	0	1	0	0	1	1	1	1	1	1	2	0	0	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P P P P
MINNESOTA SCHOOL AFFECT ASSESSMENT - FORM CL Self-Expression (MSTP)	0	0	2	0	0	0	0	0	2	0	1	0	0	1	1	1	1	1	1	2	0	0	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
PRIMARY SCHOOL BEHAVIOR Q-SORT Ascendant vs. Submissive Behavior (PARP)	3	2	2	0	0	0	0	0	2	0	1	1	1	0	0	1	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent / Factorial	Experimental/ Evolutional				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	[illegible]
PRIMARY SELF-CONCEPT SCALE Helpfulness (DCBBE)	1	0	1	0	0	0	0	0	2	0	1	1	1	0	0	0	1	1	2	2	1	0	0	0	0	0	0	0	1	1	0	0	0	1	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Aggression Outcome (DCH)	1	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Aggression Spontaneity (DCH)	1	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Anality Spontaneity (DCH)	1	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Conscience Spontaneity (DCH)	1	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Identification Spontaneity (DCH)	1	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Learning Spontaneity (DCH)	1	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Limits Spontaneity (DCH)	1	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Oedipal Spontaneity (DCH)	1	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Self-Concept Spontaneity (DCH)	1	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Separation Affect (DCH)	1	0	1	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Separation Motivation (DCH)	1	0	1	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Separation Spontaneity (DCH)	1	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Siblings Spontaneity (DCH)	1	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Socialization Outcome (DCH)	1	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Socialization Spontaneity (DCH)	1	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Trust Spontaneity (DCH)	1	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustrations & Print	Item Cohesiveness			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range	0-2	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-F-P
IB. Emotional Stability																																					
AAMD ADAPTIVE BEHAVIOR SCALE Self-Abusive Behavior (AAMD)	2	0	2	0	0	0	0	0	0	0	1	1	1	1	1	1	1	1	2	0	1	1	1	1	0	1	1	0	1	1	0	0	0	0	0	0	P F F P
AAMD ADAPTIVE BEHAVIOR SCALE Sexually Aberrant Behavior (AAMD)	2	0	0	0	0	0	0	0	0	0	1	1	1	1	1	1	1	1	2	0	1	1	1	1	0	1	1	0	1	1	0	0	0	0	0	0	P F F P
AAMD ADAPTIVE BEHAVIOR SCALE Stereotyped Behavior & Odd Mannerisms (AAMD)	2	0	1	0	0	0	0	0	0	0	1	1	1	1	1	1	1	1	2	0	1	1	1	1	0	1	1	0	1	1	0	0	0	0	0	0	P F F P
AAMD ADAPTIVE BEHAVIOR SCALE Unacceptable or Eccentric Habits (AAMD)	2	0	1	0	0	0	0	0	0	0	1	1	1	1	1	1	1	1	2	0	1	1	1	1	0	1	1	0	1	1	0	0	0	0	0	0	P F F P
AAMD ADAPTIVE BEHAVIOR SCALE Unacceptable Vocal Habits (AAMD)	2	0	1	0	0	0	0	0	0	0	1	1	1	1	1	1	1	1	2	0	1	1	1	1	0	1	1	0	1	1	0	0	0	0	0	0	P F F P
AAMD ADAPTIVE BEHAVIOR SCALE Use of Medications (AAMD)	2	0	0	0	0	0	0	0	0	0	1	1	1	1	1	1	1	1	2	0	1	1	1	1	0	1	1	0	1	1	0	0	0	0	0	0	P F F P
AAMD ADAPTIVE BEHAVIOR SCALE Violent & Destructive Behavior (AAMD)	2	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	1	1	1	1	0	1	1	0	1	1	0	0	0	0	0	1	P G F P
BRISTOL SOCIAL-ADJUSTMENT GUIDES - THE CHILD IN RESIDENTIAL CARE Hostility (NFER)	0	1	1	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
BRISTOL SOCIAL-ADJUSTMENT GUIDES - THE CHILD IN THE FAMILY Child's Attitudes to the Father Anxiety for Father's Affection (NFER)	0	0	1	0	0	0	0	0	0	0	1	1	1	0	1	1	1	1	2	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
BRISTOL SOCIAL-ADJUSTMENT GUIDES - THE CHILD IN THE FAMILY Child's Attitudes to the Mother Hostility-Anxiety Conflict (NFER)	0	1	1	0	0	0	0	0	0	0	1	1	1	0	1	1	1	1	2	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
BRISTOL SOCIAL-ADJUSTMENT GUIDES - THE CHILD IN THE FAMILY Stress Symptoms Depression (NFER)	0	1	1	0	0	0	0	0	0	0	1	1	1	0	1	1	1	1	2	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
BRISTOL SOCIAL-ADJUSTMENT GUIDES - THE CHILD IN THE FAMILY Stress Symptoms Flight from the Situation (NFER)	0	0	2	0	0	0	0	0	0	0	1	1	1	0	1	1	1	1	2	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
BURKS' BEHAVIOR RATING SCALE FOR ORGANIC BRAIN DYSFUNCTION Perceptual-Discriminative (AP)	2	0	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	1	0	0	1	0	0	0	1	0	0	0	0	0	0	P F P P
BURKS' BEHAVIOR RATING SCALES Excessive Anxiety (AP)	2	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	0	1	1	1	1	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
BURKS' BEHAVIOR RATING SCALES Excessive Self-Blame (AP)	2	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	0	1	1	1	1	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
BURKS' BEHAVIOR RATING SCALES Excessive Suffering (AP)	2	1	2	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	1	0	1	1	1	1	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
BURKS' BEHAVIOR RATING SCALES Poor Anger Control (AP)	2	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	0	1	1	1	1	0	0	0	0	1	1	0	0	0	0	0	0	P F P P

ELEMENTARY GOAL

TEST NAME

ELEMENTARY GOAL / TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION		INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS		ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent / Factorial	Experimental/ Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	[illegible]
BURKS' BEHAVIOR RATING SCALES Poor Reality Contact (AP)	2	0	1	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	1	0	1	1	1	1	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
CALIFORNIA TEST OF PERSONALITY - PRIMARY Personal Adjustment Nervous Symptoms (CTB)	2	1	1	1	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	1	0	1	1	0	0	0	1	0	0	P G G P
CHILDREN'S BEHAVIOR QUESTIONNAIRE Scale A (2) to be Completed by Parents Neurotic (MR)	0	1	1	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
CHILDREN'S BEHAVIOR QUESTIONNAIRE Scale A (2) to be Completed by Parents Total (MR)	0	1	1	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
CHILDREN'S BEHAVIOR QUESTIONNAIRE Scale B (2) to be Completed by Teachers Neurotic (MR)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
CHILDREN'S BEHAVIOR QUESTIONNAIRE Scale B (2) to be Completed by Teachers Total (MR)	0	1	1	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	1	0	[illegible]	0	0	0	0	0	0	0	0	0	0	0	P F P P
DAILY BEHAVIOR GRAPH (B)	0	0	0	0	0	0	0	0	0	0	1	1	0	0	1	1	0	1	1	0	[illegible]	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
DETROIT ADJUSTMENT INVENTORY - DELTA FORM Environment Self - Total (BMC)	0	0	0	0	0	0	0	0	1	0	1	1	0	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
DETROIT ADJUSTMENT INVENTORY - DELTA FORM Home - Emotional (BMC)	0	0	1	0	0	0	0	0	1	0	0	1	0	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
DETROIT ADJUSTMENT INVENTORY - DELTA FORM Reaction Emotional - Total (BMC)	0	1	1	0	0	0	0	0	1	0	0	1	0	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
DETROIT ADJUSTMENT INVENTORY - DELTA FORM Self - Emotional (BMC)	0	1	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
DEVEREUX ELEMENTARY SCHOOL BEHAVIOR RATING SCALE Achievement Anxiety (DFP)	1	1	2	0	0	0	0	0	2	0	1	1	0	0	0	1	0	1	1	0	1	1	0	1	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
EARLY SCHOOL PERSONALITY QUESTIONNAIRE Self-Assured vs. Guilt-Prone (IPAT)	1	0	1	0	0	0	0	0	2	0	1	1	1	1	0	0	0	1	2	1	1	0	2	1	0	1	1	0	1	1	0	0	0	0	1	1	P F F P
EARLY SCHOOL PERSONALITY QUESTIONNAIRE Undemonstrative vs. Excitable (IPAT)	1	0	1	0	0	0	0	0	2	0	1	1	1	1	0	0	0	1	2	1	1	0	2	1	0	1	1	0	1	1	0	0	0	0	1	1	P F F P
HAND TEST Bizarre (WPS)	1	0	1	0	0	0	0	0	2	0	1	1	0	0	1	0	1	1	1	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
HAND TEST Crippled (WPS)	1	0	1	0	0	0	0	0	2	0	1	1	0	0	1	0	1	1	1	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
HAND TEST Description (WPS)	1	0	1	0	0	0	0	0	2	0	1	1	0	0	1	0	1	1	1	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
HAND TEST Failure (WPS)	1	0	1	0	0	0	0	0	2	0	1	1	0	0	1	0	1	1	1	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	[illegible]	G F P
HAND TEST Fear (WPS)	1	0	1	0	0	0	0	0	2	0	1	1	0	0	1	0	1	1	1	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
HAND TEST Maladjustive (WPS)	1	0	1	0	0	0	0	0	2	0	1	1	0	0	1	0	1	1	1	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
HAND TEST Pathological (WPS)	1	0	1	0	0	0	0	0	2	0	1	1	0	0	1	0	1	1	1	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
HAND TEST Tension (WPS)	1	0	1	0	0	0	0	0	2	0	1	1	0	0	1	0	1	1	1	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
HAND TEST Withdrawal (WPS)	1	0	1	0	0	0	0	0	2	0	1	1	0	0	1	0	1	1	1	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
JUNIOR EYSENCK PERSONALITY INVENTORY Neuroticism (NFER)	2	2	2	2	1	0	0	0	0	0	0	1	1	0	0	1	1	1	2	2	1	1	2	1	0	0	0	0	1	0	2	2	0	1	0	0	F P F P
KAHN TEST OF SYMBOL ARRANGEMENT Sorting Ratios Emotional (PTS)	1	0	0	0	0	0	0	0	1	0	1	1	0	0	1	1	1	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
KAHN TEST OF SYMBOL ARRANGEMENT Sorting Ratios Large Divided by Small (PTS)	1	0	0	0	0	0	0	0	1	0	1	1	0	0	1	1	1	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
KAHN TEST OF SYMBOL ARRANGEMENT Sorting Ratios Positive Emotions (PTS)	1	0	0	0	0	0	0	0	1	0	1	1	0	0	1	1	1	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
LOUISVILLE BEHAVIOR CHECK LIST - FORM E2 Fear (CPRC)	1	0	2	0	0	0	0	0	0	1	0	1	0	0	0	1	1	1	2	0	0	0	1	0	1	1	0	0	0	0	0	0	0	0	0	0	P P P P
LOUISVILLE BEHAVIOR CHECK LIST - FORM E2 Inhibition Total (CPRC)	1	1	1	0	0	0	0	0	0	1	0	1	0	0	0	1	1	1	2	0	0	0	1	0	1	1	0	0	0	0	0	0	0	0	0	0	P P P P
LOUISVILLE BEHAVIOR CHECK LIST - FORM E2 Neurotic Behavior (CPRC)	1	1	2	0	0	0	0	0	0	1	0	1	0	0	0	1	1	1	2	0	0	0	1	0	1	1	0	0	0	0	0	0	0	0	0	0	P P P P
LOUISVILLE BEHAVIOR CHECK LIST - FORM E2 Normal Irritability (CPRC)	1	1	1	0	0	0	0	0	0	1	0	1	0	0	0	1	1	1	2	0	0	0	1	0	1	1	0	0	0	0	0	0	0	0	0	0	P P P P
LOUISVILLE BEHAVIOR CHECK LIST - FORM E2 Sensitivity (CPRC)	1	1	2	0	0	0	0	0	0	1	0	1	0	0	0	1	1	1	2	0	0	0	1	0	1	1	0	0	0	0	0	0	0	0	0	0	P P P P
LOUISVILLE BEHAVIOR CHECK LIST - FORM E2 Severity Level (CPRC)	1	1	1	0	0	0	0	0	0	1	0	1	0	0	0	1	1	1	2	0	0	0	1	0	1	1	0	0	0	0	0	0	0	0	0	0	P P P P
LOUISVILLE BEHAVIOR CHECK LIST - FORM E2 Sexual Behavior (CPRC)	1	0	0	0	0	0	0	0	0	1	0	1	0	0	0	1	1	1	2	0	0	0	1	0	1	1	0	0	0	0	0	0	0	0	0	0	P P P P
LOUISVILLE BEHAVIOR CHECK LIST - FORM E2 Somatic Behavior (CPRC)	1	0	0	0	0	0	0	0	0	1	0	1	0	0	0	1	1	1	2	0	0	0	1	0	1	1	0	0	0	0	0	0	0		0	0	P P P P
LOUISVILLE BEHAVIOR CHECK LIST - FORM E2 Total Disability (CPRC)	1	1	1	0	0	0	0	0	0	1	0	1	0	0	0	1	1	1	2	0	0	0	1	0	1	1	0	0	0	0	0	0	0	0	0	0	P P P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE-JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
PERSONALITY RATING SCALE Disposition (ETSA)	1	1	2	0	0	0	0	1	0	0	1	1	1	1	1	1	0	1	0	2	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
PERSONALITY RATING SCALE Good Sport (ETSA)	1	1	2	0	0	0	0	1	0	0	1	1	1	1	1	1	0	1	0	2	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
PERSONALITY RATING SCALE Nervousness-Calmness (ETSA)	1	1	2	0	0	0	0	1	0	0	1	1	1	1	1	1	0	1	0	2	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
PERSONALITY RATING SCALE Patience (ETSA)	1	0	2	0	0	0	0	1	0	0	1	1	1	1	1	1	0	1	0	2	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
PERSONALITY RATING SCALE Sense of Humor (ETSA)	1	0	2	0	0	0	0	1	0	0	1	1	1	1	1	1	0	1	0	2	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
PRIMARY SCHOOL BEHAVIOR Q-SORT Vital and Expressive vs. Lacks Vitality and Expressiveness (PARP)	3	0	1	0	0	0	0	0	1	0	1	1	1	0	0	1	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
PRIMARY SELF-CONCEPT INVENTORY Personal-Self Domain (LCI)	0	0	1	0	0	0	0	0	1	0	1	1	0	1	0	1	1	1	2	2	1	1	1	1	1	1	0	0	0	1	0	0	0	0	0	0	P F F P
PRIMARY SELF-CONCEPT INVENTORY Total Score (LCI)	0	0	0	0	0	0	0	0	1	0	1	1	0	1	0	1	1	1	2	2	1	1	1	1	1	1	0	0	0	1	0	0	0	0	0	0	P F F P
PRIMARY SELF-CONCEPT SCALE Emotional Self (DCBBE)	1	0	2	0	0	0	0	0	2	0	1	1	1	0	0	0	1	1	2	2	1	0	0	0	0	0	0	0	1	1	0	0	0	1	0	0	P F P P
Q-TAGS TEST OF PERSONALITY - FORM H Affective (IPR)	2	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	0	0	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
Q-TAGS TEST OF PERSONALITY - FORM H Hostile (IPR)	2	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	0	0	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
Q-TAGS TEST OF PERSONALITY - FORM S Affective (IPR)	2	1	2	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	0	0	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
Q-TAGS TEST OF PERSONALITY - FORM S Hostile (IPR)	2	1	2	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	0	0	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
SELF-CONCEPT AND MOTIVATION INVENTORY (WHAT FACE WOULD YOU WEAR?) - EARLY ELEMENTARY FORM Achievement Investment (POM)	0	1	1	0	0	0	0	0	1	0	0	1	1	1	1	1	1	1	2	2	1	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
SYMPTOMATOLOGY AND IDENTIFICATION OF A CHILD WITH LEARNING DISABILITIES Social and Behavioral Characteristics (PI)	0	0	1	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
IC. Responsibility and Self-Control																																					
AAMD ADAPTIVE BEHAVIOR SCALE Hyperactive Tendencies (AAMD)	2	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	1	1	1	1	0	1	1	0	1	1	0	0	0	0	0	1	P G F P
AAMD ADAPTIVE BEHAVIOR SCALE Rebellious Behavior (AAMD)	2	1	1	0	0	0	0	0	1	0	1	1	1	1	1	1	1	1	2	0	1	1	1	1	0	1	1	0	1	1	0	0	0	0	0	0	P F F P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent / Factorial	Experimental/ Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
AAMD ADAPTIVE BEHAVIOR SCALE Responsibility (AAMD)	2	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	1	1	1	1	0	1	1	0	1	1	0	0	0	0	0	0	P G F P
AAMD ADAPTIVE BEHAVIOR SCALE Vocational Activity (AAMD)	2	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	1	1	1	1	0	1	1	0	1	1	0	0	0	0	0	0	P G F P
BRISTOL SOCIAL-ADJUSTMENT GUIDES - 1 AND 2 The Child in School Inconsequence (EITS)	2	1	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	1	1	0	1	1	1	0	0	0	0	0	0	0	0	0	P F P P
BRISTOL SOCIAL-ADJUSTMENT GUIDES - 1 AND 2 The Child in School Neurological (EITS)	2	0	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	1	1	0	1	1	1	0	0	0	0	0	0	0	0	0	P F P P
BRISTOL SOCIAL-ADJUSTMENT GUIDES - THE CHILD IN RESIDENTIAL CARE Habit Disorders (NFER)	0	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
BRISTOL SOCIAL-ADJUSTMENT GUIDES - THE CHILD IN RESIDENTIAL CARE Inconsequence (NFER)	0	1	1	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
BRISTOL SOCIAL-ADJUSTMENT GUIDES - THE CHILD IN THE FAMILY Child's Attitudes to the Father Hostility-Anxiety Conflict (NFER)	0	0	1	0	0	0	0	0	0	0	1	1	1	0	1	1	1	1	2	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
BRISTOL SOCIAL-ADJUSTMENT GUIDES - THE CHILD IN THE FAMILY Child's General Family-Insecurity Avoidance (NFER)	0	1	2	0	0	0	0	0	0	0	1	1	1	0	1	1	1	1	2	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
BURKS' BEHAVIOR RATING SCALE FOR ORGANIC BRAIN DYSFUNCTION Vegetative-Autonomic (AP)	2	1	2	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	2	0	1	1	1	0	0	1	0	0	0	1	0	0	0	0	0	0	P F P P
BURKS' BEHAVIOR RATING SCALES Poor Impulse Control (AP)	2	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	0	1	1	1	1	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
BURKS' BEHAVIOR RATING SCALES Poor Social Conformity (AP)	2	0	2	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	1	0	1	1	1	1	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
CALIFORNIA TEST OF PERSONALITY - PRIMARY Personal Adjustment Self-Reliance (CTB)	2	1	1	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	1	0	1	1	0	0	0	1	0	0	P G G P
CHILD BEHAVIOR RATING SCALE Self-Adjustment (WPS)	2	2	1	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	1	1	0	0	0	0	1	1	0	0	0	0	0	1	P F P P
CHILDREN'S BEHAVIOR QUESTIONNAIRE Scale B (2) to be Completed by Teachers Antisocial (MR)	0	0	1	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
DETROIT ADJUSTMENT INVENTORY - DELTA FORM Community - Status (BMC)	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P P P P
DETROIT ADJUSTMENT INVENTORY - DELTA FORM Reaction Status - Total (BMC)	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P P P P
DETROIT ADJUSTMENT INVENTORY - DELTA FORM School - Emotional (BMC)	0	0	1	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
DEVELOPMENTAL PROFILE Self-Help Age (PDP)	1	0	2	0	0	0	0	0	2	1	1	1	0	0	1	1	0	1	2	0	1	0	1	1	0	0	1	0	1	0	0	0	0	0	0	0	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent / Factorial	Experimental/ Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpret?		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	[illegible]
DEVEREUX ELEMENTARY SCHOOL BEHAVIOR RATING SCALE Additional Items Unable to Change (DFP)	1	0	1	0	0	0	0	0	2	0	1	1	0	0	0	1	0	1	1	0	1	1	0	1	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
DEVEREUX ELEMENTARY SCHOOL BEHAVIOR RATING SCALE Classroom Disturbance (DFP)	1	1	2	0	0	0	0	0	2	0	1	1	0	0	0	1	0	1	1	0	1	1	0	1	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
DEVEREUX ELEMENTARY SCHOOL BEHAVIOR RATING SCALE External Blame (DFP)	1	1	1	0	0	0	0	0	2	0	1	1	0	0	0	1	0	1	1	0	1	1	0	1	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
DEVEREUX ELEMENTARY SCHOOL BEHAVIOR RATING SCALE Impatience (DFP)	1	1	2	0	0	0	0	0	2	0	1	1	0	0	0	1	0	1	1	0	1	1	0	1	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
DEVEREUX ELEMENTARY SCHOOL BEHAVIOR RATING SCALE Irrelevant-Responsiveness (DFP)	1	0	0	0	0	0	0	0	2	0	1	1	0	0	0	1	0	1	1	0	1	1	0	1	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
HAND TEST Average Initial Response Time (WPS)	1	0	1	0	0	0	0	0	2	0	1	1	0	0	1	0	1	1	1	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
HAND TEST High Minus Low (WPS)	1	0	1	0	0	0	0	0	2	0	1	1	0	0	1	0	1	1	1	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
INITIAL LEARNING ASSESSMENT Behavioral and Emotional Characteristics (ATP)	0	0	1	0	0	0	0	0	2	0	1	0	0	0	0	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
INSTITUTE OF CHILD STUDY SECURITY TEST - PRIMARY FORM Consistency (GCT)	1	0	0	0	1	0	0	1	1	0	1	1	0	0	1	1	1	1	0	2	1	0	1	0	1	0	1	0	1	0	0	0	0	1	2	1	P F P P
INSTITUTE OF CHILD STUDY SECURITY TEST - PRIMARY FORM Security (GCT)	1	1	2	0	1	0	0	1	1	0	1	1	0	0	1	1	1	1	0	2	1	0	1	0	1	0	1	0	1	0	0	0	0	1	3	1	P F P P
JUNIOR EYSENCK PERSONALITY INVENTORY Lie Scale (NFER)	2	1	2	2	1	0	0	0	0	0	0	1	1	0	0	1	1	1	2	2	1	1	2	1	0	0	0	0	1	0	1	1	0	1	0	0	F P F P
LOUISVILLE BEHAVIOR CHECK LIST - FORM E2 Hyperactivity (CPRC)	1	0	1	0	0	0	0	0	0	1	0	1	0	0	0	1	1	1	2	0	0	0	1	0	1	1	0	0	0	0	0	0	0	0	0	0	P P P P
LOUISVILLE BEHAVIOR CHECK LIST - FORM E2 Psychotic Behavior (CPRC)	1	1	2	0	0	0	0	0	0	1	0	1	0	0	0	1	1	1	2	0	0	0	1	0	1	1	0	0	0	0	0	0	0	0	0	0	P P P P
LOUISVILLE BEHAVIOR CHECK LIST - FORM E2 Rare Deviance (CPRC)	1	1	0	0	0	0	0	0	0	1	0	1	0	0	0	1	1	1	2	0	0	0	1	0	1	1	0	0	0	0	0	0	0	0	0	0	P P P P
LOUISVILLE BEHAVIOR CHECK LIST - FORM E2 Scan Items (CPRC)	1	1	1	0	0	0	0	0	0	1	0	1	0	0	0	1	1	1	2	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
MINNESOTA SCHOOL AFFECT ASSESSMENT - FORM CL External Locus of Control (MSTP)	0	0	2	0	0	0	0	0	2	0	1	0	0	1	1	1	1	1	1	2	0	0	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
MINNESOTA SCHOOL AFFECT ASSESSMENT - FORM CL Extrinsic Motivation (MSTP)	0	0	2	0	0	0	0	0	2	0	1	0	0	1	1	1	1	1	1	2	0	0	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
OTTAWA SCHOOL BEHAVIOR CHECKLIST Conduct Problem (PCL)	0	1	1	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	2	0	0	0	0	0	0	1	0	0	0	0	0	0	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION		INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Ranks	Norm Group	Sample Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-F-P
OTTAWA SCHOOL BEHAVIOR CHECKLIST Immaturity (PCL)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	2	0	0	0	0	0	0	1	0	0	0	0	0	0	P F P P
OTTAWA SCHOOL BEHAVIOR CHECKLIST Over-Activity (PCL)	0	1	1	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	2	0	0	0	0	0	0	1	0	0	0	0	0	0	P F P P
OTTAWA SCHOOL BEHAVIOR CHECKLIST Personality Problem (PCL)	0	1	1	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	2	0	0	0	0	0	0	1	0	0	0	0	0	0	P F P P
OTTAWA SCHOOL BEHAVIOR CHECKLIST Total (PCL)	0	1	1	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	2	0	0	0	0	0	0	1	0	0	0	0	0	0	P F P P
PERSONALITY RATING SCALE Dependability (ETSA)	1	0	2	0	0	0	0	1	0	0	1	1	1	1	1	1	0	1	0	2	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
PERSONALITY RATING SCALE Punctuality (ETSA)	1	0	2	0	0	0	0	1	2	0	1	1	1	1	1	1	0	1	0	2	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
PRECISION REFERRAL FORM (CRSP)	0	1	0	0	0	0	0	0	2	0	1	1	0	0	0	1	1	1	0	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
Q-TAGS TEST OF PERSONALITY - FORM H Reverie (IPR)	2	0	2	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	0	0	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
Q-TAGS TEST OF PERSONALITY - FORM S Reverie (IPR)	2	0	2	0	0	0	0	0	0	0	1	1	1	0	1	1	1	1	0	0	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
QUICK NEUROLOGICAL SCREENING TEST Behavioral Irregularities (ATP)	1	1	1	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	0	1	0	1	1	1	0	0	0	0	0	0	0	0	0	0	P F P P
SYMPTOMATOLOGY AND IDENTIFICATION OF A CHILD WITH LEARNING DISABILITIES Hyper-Active, Hyper-Kinetic (PI)	0	0	2	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
SYMPTOMATOLOGY AND IDENTIFICATION OF A CHILD WITH LEARNING DISABILITIES Impulsivity (PI)	0	0	1	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Aggression Motivation (DCH)	1	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Anality Motivation (DCH)	1	0	1	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Anality Outcome (DCH)	1	0	1	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
SOCIALIZATION																																					
AAMD ADAPTIVE BEHAVIOR SCALE Antisocial Behavior (AAMD)	2	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	1	1	1	1	0	1	1	0	1	1	0	0	0	0	0	0	P G F P
AAMD ADAPTIVE BEHAVIOR SCALE Socialization (AAMD)	2	1	2	0	0	0	0	0	1	0	1	1	1	1	1	1	1	1	2	0	1	1	1	1	0	1	1	0	1	1	0	0	0	0	1	1	P F F P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	[illegible]	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	[illegible]	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-3	0-1	0-3	0-2	[illegible]
CALIFORNIA TEST OF PERSONALITY - PRIMARY Total Adjustment (CTB)	2	1	0	0	0	0	0	1	1	1	1	1	1	1	1	1	1	1	2	2	1	0	2	1	1	1	1	0	1	1	0	0	0	1	0	0	P G F P
MULTIDIMENSIONAL MATURITY SCALE Social Maturity (PI)	1	0	1	0	0	0	0	0	1	0	1	1	0	0	0	1	0	1	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
2A. Social Awareness																																					
AAMD ADAPTIVE BEHAVIOR SCALE Inappropriate Interpersonal Manners (AAMD)	2	0	2	0	0	0	0	0	0	0	1	1	1	1	1	1	1	1	2	0	1	1	1	1	1	0	1	1	0	0	0	0	0	0	0	0	P F P P
CALIFORNIA TEST OF PERSONALITY - PRIMARY Social Adjustment School Relations (CTB)	2	1	1	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	1	0	1	1	0	0	0	1	0	0	P G G P
IT SCALE FOR CHILDREN (PTS)	1	0	2	0	0	0	0	0	0	0	0	1	1	0	1	0	1	1	2	0	1	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
PERSONALITY RATING SCALE Boisterous-Quietness (ETSA)	1	0	2	0	0	0	0	1	0	0	1	1	1	1	1	1	0	1	0	2	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
PERSONALITY RATING SCALE Popularity (ETSA)	1	0	2	0	0	0	0	1	0	0	1	1	1	1	1	1	0	1	0	2	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
SELF-PERCEPTION INVENTORY - STUDENT FORMS Perceptions of Others (LMS)	1	1	2	0	0	0	0	1	1	0	1	0	0	0	0	0	1	1	1	2	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Aggression Affect (DCH)	1	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Aggression Perception (DCH)	1	0	2	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Anality Perception (DCH)	1	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Conscience Perception (DCH)	1	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Identification Outcome (DCH)	1	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Identification Perception (DCH)	1	0	1	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Learning Perception (DCH)	1	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Limits Motivation (DCH)	1	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Limits Outcome (DCH)	1	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-F-P
TASKS OF EMOTIONAL DEVELOPMENT TEST Limits Perception (DCH)	1	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Oedipal Perception (DCH)	1	0	1	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Self-Concept Perception (DCH)	1	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Separation Outcome (DCH)	1	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Separation Perception (DCH)	1	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Siblings Motivation (DCH)	1	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Siblings Outcome (DCH)	1	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Siblings Perception (DCH)	1	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Socialization Perception (DCH)	1	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Trust Motivation (DCH)	1	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Trust Outcome (DCH)	1	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Trust Perception (DCH)	1	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
28. Social Values and Conduct																																					
BENE-ANTHONY FAMILY RELATIONS TEST FOR YOUNG CHILDREN Sum of Negative - Father (NFER)	1	0	2	0	0	0	0	0	0	0	1	0	0	0	1	0	0	1	2	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
BENE-ANTHONY FAMILY RELATIONS TEST FOR YOUNG CHILDREN Sum of Negative - Mother (NFER)	1	0	2	0	0	0	0	0	0	0	1	0	0	0	1	0	0	1	2	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
BENE-ANTHONY FAMILY RELATIONS TEST FOR YOUNG CHILDREN Sum of Negative - Nobody (NFER)	1	0	2	0	0	0	0	0	0	0	1	0	0	0	1	0	0	1	2	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
BENE-ANTHONY FAMILY RELATIONS TEST FOR YOUNG CHILDREN Sum of Negative - Others in the Family (NFER)	1	0	2	0	0	0	0	0	0	0	1	0	0	0	1	0	0	1	2	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
BENE-ANTHONY FAMILY RELATIONS TEST FOR YOUNG CHILDREN Sum of Negative - Self (NFER)	1	0	2	0	0	0	0	0	0	0	1	0	0	0	1	0	0	1	2	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-2	0-3	0-3	0-1	0-2	0-2	G-F-P
BENE-ANTHONY FAMILY RELATIONS TEST FOR YOUNG CHILDREN Sum of Negative - Siblings (NFER)	1	0	2	0	0	0	0	0	0	0	1	0	0	0	1	0	0	1	2	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
BENE-ANTHONY FAMILY RELATIONS TEST FOR YOUNG CHILDREN Sum of Positive - Father (NFER)	1	0	2	0	0	0	0	0	0	0	1	0	0	0	1	0	0	1	2	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
BENE-ANTHONY FAMILY RELATIONS TEST FOR YOUNG CHILDREN Sum of Positive - Mother (NFER)	1	0	2	0	0	0	0	0	0	0	1	0	0	0	1	0	0	1	2	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
BENE-ANTHONY FAMILY RELATIONS TEST FOR YOUNG CHILDREN Sum of Positive - Nobody (NFER)	1	0	2	0	0	0	0	0	0	0	1	0	0	0	1	0	0	1	2	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
BENE-ANTHONY FAMILY RELATIONS TEST FOR YOUNG CHILDREN Sum of Positive - Others in the Family (NFER)	1	0	2	0	0	0	0	0	0	0	1	0	0	0	1	0	0	1	2	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
BENE-ANTHONY FAMILY RELATIONS TEST FOR YOUNG CHILDREN Sum of Positive - Self (NFER)	1	0	2	0	0	0	0	0	0	0	1	0	0	0	1	0	0	1	2	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
BENE-ANTHONY FAMILY RELATIONS TEST FOR YOUNG CHILDREN Sum of Positive - Siblings (NFER)	1	0	2	0	0	0	0	0	0	0	1	0	0	0	1	0	0	1	2	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
BENE-ANTHONY FAMILY RELATIONS TEST FOR YOUNG CHILDREN Total Involvement - Father (NFER)	1	0	2	0	0	0	0	0	0	0	1	0	0	0	1	0	0	1	2	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
BENE-ANTHONY FAMILY RELATIONS TEST FOR YOUNG CHILDREN Total Involvement - Mother (NFER)	1	0	2	0	0	0	0	0	0	0	1	0	0	0	1	0	0	1	2	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
BENE-ANTHONY FAMILY RELATIONS TEST FOR YOUNG CHILDREN Total Involvement - Nobody (NFER)	1	0	2	0	0	0	0	0	0	0	1	0	0	0	1	0	0	1	2	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
BENE-ANTHONY FAMILY RELATIONS TEST FOR YOUNG CHILDREN Total Involvement - Others in the Family (NFER)	1	0	2	0	0	0	0	0	0	0	1	0	0	0	1	0	0	1	2	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
BENE-ANTHONY FAMILY RELATIONS TEST FOR YOUNG CHILDREN Total Involvement - Self (NFER)	1	0	2	0	0	0	0	0	0	0	1	0	0	0	1	0	0	1	2	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
BENE-ANTHONY FAMILY RELATIONS TEST FOR YOUNG CHILDREN Total Involvement - Siblings (NFER)	1	0	2	0	0	0	0	0	0	0	1	0	0	0	1	0	0	1	2	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
BRADFIELD CLASSROOM INTERACTION ANALYSIS Pupil/Pupil/Teacher Interaction Scale (ATP)	0	1	2	0	0	0	0	0	2	0	1	1	0	0	1	1	0	1	0	1	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
BRISTOL SOCIAL-ADJUSTMENT GUIDES - 1 AND 2 The Child in School Hostility (EITS)	2	1	1	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	1	1	0	1	1	1	0	0	0	0	0	0	0	0	0	P F P P
BRISTOL SOCIAL-ADJUSTMENT GUIDES - 1 AND 2 The Child in School Over-Reaction Total (EITS)	2	1	1	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	1	1	0	1	1	1	0	0	0	0	0	0	0	0	0	P F P P
BRISTOL SOCIAL-ADJUSTMENT GUIDES - 1 AND 2 The Child in School Peer-Maladaptiveness (EITS)	2	1	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	1	1	0	1	1	1	0	0	0	0	0	0	0	0	0	P F P P
BRISTOL SOCIAL-ADJUSTMENT GUIDES - 1 AND 2 The Child in School Withdrawal (EITS)	2	1	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	1	1	0	1	1	1	0	0	0	0	0	0	0	0	0	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent / Factorial	Experimental / Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
BRISTOL SOCIAL-ADJUSTMENT GUIDES - THE CHILD IN RESIDENTIAL CARE Human Unconcern (NFER)	0	0	2	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
BRISTOL SOCIAL-ADJUSTMENT GUIDES - THE CHILD IN RESIDENTIAL CARE Peer Maladaptiveness (NFER)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
BRISTOL SOCIAL-ADJUSTMENT GUIDES - THE CHILD IN RESIDENTIAL CARE Withdrawal (NFER)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
BRISTOL SOCIAL-ADJUSTMENT GUIDES - THE CHILD IN THE FAMILY Child's Attitudes to the Father Estrangement (NFER)	0	0	1	0	0	0	0	0	0	0	1	1	1	0	1	1	1	1	2	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
BRISTOL SOCIAL-ADJUSTMENT GUIDES - THE CHILD IN THE FAMILY Child's Attitudes to the Mother Estrangement (NFER)	0	1	2	0	0	0	0	0	0	0	1	1	1	0	1	1	1	2	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
BRISTOL SOCIAL-ADJUSTMENT GUIDES - THE CHILD IN THE FAMILY Child's General Family-Insecurity Miscellaneous Symptoms of Family-Insecurity (NFER)	0	0	1	0	0	0	0	0	0	0	1	1	1	0	1	1	1	1	2	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
BRISTOL SOCIAL-ADJUSTMENT GUIDES - THE CHILD IN THE FAMILY Child's General Family-Insecurity Seeking Parent-Substitute (NFER)	0	0	1	0	0	0	0	0	0	0	1	1	1	0	1	1	1	1	2	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
BRISTOL SOCIAL-ADJUSTMENT GUIDES - THE CHILD IN THE FAMILY Diagnostic Summary (NFER)	0	0	0	0	0	0	0	0	0	0	1	1	1	0	1	1	1	1	2	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
BURKS' BEHAVIOR RATING SCALE FOR ORGANIC BRAIN DYSFUNCTION Social-Emotional (AP)	2	1	1	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	2	0	1	1	1	0	0	1	0	0	0	1	0	0	0	0	0	0	P F P P
BURKS' BEHAVIOR RATING SCALES Excessive Aggressiveness (AP)	2	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	0	1	1	1	1	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
BURKS' BEHAVIOR RATING SCALES Excessive Resistance (AP)	2	0	1	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	1	0	1	1	1	1	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
BURKS' BEHAVIOR RATING SCALES Excessive Sense of Persecution (AP)	2	1	2	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	1	0	1	1	1	1	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
BURKS' BEHAVIOR RATING SCALES Excessive Sexuality (AP)	2	0	1	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	1	0	1	1	1	1	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
BURKS' BEHAVIOR RATING SCALES Excessive Withdrawal (AP)	2	1	2	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	1	0	1	1	1	1	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
BURKS' BEHAVIOR RATING SCALES Poor Sense of Identity (AP)	2	1	2	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	1	0	1	1	1	1	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
CALIFORNIA TEST OF PERSONALITY - PRIMARY Personal Adjustment Withdrawing Tendencies (CTB)	2	1	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	1	0	1	1	0	0	0	1	0	0	P G G P
CALIFORNIA TEST OF PERSONALITY - PRIMARY Social Adjustment Anti-Social Tendencies (CTB)	2	1	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	1	0	1	1	0	0	0	1	0	0	P G G P
CALIFORNIA TEST OF PERSONALITY - PRIMARY Social Adjustment Community Relations (CTB)	2	1	1	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	1	0	1	1	0	0	0	1	0	0	P G G P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION		INSTRUCTIONS			FORMAT				POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent / Factorial	Experimental / Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-P
CALIFORNIA TEST OF PERSONALITY - PRIMARY Social Adjustment Social Skills (CTB)	2	1	1	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	1	0	1	1	0	0	0	1	0	0	P G G P
CALIFORNIA TEST OF PERSONALITY - PRIMARY Social Adjustment Total (CTB)	2	2	1	0	0	0	0	1	1	0	1	1	1	1	1	1	1	1	2	2	1	0	2	1	1	1	1	0	1	1	0	0	0	1	0	0	P G F P
CHILD BEHAVIOR RATING SCALE Home Adjustment (WPS)	2	0	0	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	2	0	1	1	1	1	0	0	0	0	1	1	0	0	0	0	0	1	P F P P
CHILD BEHAVIOR RATING SCALE Personality Total Adjustment (WPS)	2	2	0	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	2	0	1	1	1	1	0	0	0	0	1	1	0	0	0	0	0	1	P F P P
CHILD BEHAVIOR RATING SCALE Social Adjustment (WPS)	2	2	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	1	1	0	0	0	0	1	1	0	0	0	0	0	1	P F P P
CHILDREN'S BEHAVIOR QUESTIONNAIRE Scale A (2) to be Completed by Parents Antisocial (MR)	0	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
CHILDREN'S SELF-CONCEPTION TEST Acceptance of Social Values (MBC)	0	0	1	0	0	0	0	1	0	0	1	1	0	0	1	0	0	1	0	2	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
CHILDREN'S SELF-CONCEPTION TEST Rejection of Social Values (MBC)	0	0	1	0	0	0	0	1	0	0	1	1	0	0	1	0	0	1	0	2	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
DETROIT ADJUSTMENT INVENTORY - DELTA FORM Community - Emotional (BMC)	0	0	1	0	0	0	0	0	1	0	0	1	0	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
DETROIT ADJUSTMENT INVENTORY - DELTA FORM Community - Social (BMC)	0	1	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
DETROIT ADJUSTMENT INVENTORY - DELTA FORM Environment Community - Total (BMC)	0	1	0	0	0	0	0	0	1	0	0	1	0	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
DETROIT ADJUSTMENT INVENTORY - DELTA FORM Environment Home - Total (BMC)	0	1	0	0	0	0	0	0	1	0	0	1	0	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
DETROIT ADJUSTMENT INVENTORY - DELTA FORM Environment School - Total (BMC)	0	1	1	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
DETROIT ADJUSTMENT INVENTORY - DELTA FORM Home - Ethical (BMC)	0	0	1	0	0	0	0	0	1	0	1	1	0	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
DETROIT ADJUSTMENT INVENTORY - DELTA FORM Home - Social (BMC)	0	0	0	0	0	0	0	0	1	0	1	1	0	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
DETROIT ADJUSTMENT INVENTORY - DELTA FORM Reaction Social - Total (BMC)	0	1	1	0	0	0	0	0	1	0	1	1	0	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
DETROIT ADJUSTMENT INVENTORY - DELTA FORM School - Ethical (BMC)	0	1	1	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
DETROIT ADJUSTMENT INVENTORY - DELTA FORM School - Social (BMC)	0	1	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent / Factorial	Experimental/ Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	[illegible]
DETROIT ADJUSTMENT INVENTORY - DELTA FORM Total (BMC)	0	1	0	0	0	0	0	0	1	0	0	1	0	0	1	1	1	1	2	0	1	0	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
DEVEREUX ELEMENTARY SCHOOL BEHAVIOR RATING SCALE Need Closeness to Teacher (DFP)	1	1	1	0	0	0	0	0	2	0	1	1	0	0	0	1	0	1	1	0	1	1	0	1	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
EARLY SCHOOL PERSONALITY QUESTIONNAIRE Reserved vs. Outgoing (IPAT)	1	1	0	0	0	0	0	0	1	0	1	1	1	1	0	0	0	1	2	1	1	0	2	1	0	1	1	0	1	1	0	0	0	0	1	1	P F F P
HAND TEST Acting Out Ratio (WPS)	1	0	1	0	0	0	0	0	2	0	1	1	0	0	1	0	1	1	1	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
HAND TEST Affection (WPS)	1	0	1	0	0	0	0	0	2	0	1	1	0	0	1	0	1	1	1	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
HAND TEST Aggression (WPS)	1	0	1	0	0	0	0	0	2	0	1	1	0	0	1	0	1	1	1	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
HAND TEST Communication (WPS)	1	0	1	0	0	0	0	0	2	0	1	1	0	0	1	0	1	1	1	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
HAND TEST Direction (WPS)	1	0	1	0	0	0	0	0	2	0	1	1	0	0	1	0	1	1	1	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
HAND TEST Interpersonal (WPS)	1	0	1	0	0	0	0	0	2	0	1	1	0	0	1	0	1	1	1	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
INTERPERSONAL EFFECTIVENESS DIAGNOSIS Peer - Pattern (HDTI)	2	0	2	0	0	0	0	1	1	0	1	1	1	1	1	1	1	1	1	2	1	1	1	1	0	0	0	0	1	1	0	0	0	0	0	0	P F F P
JUNIOR EYSENCK PERSONALITY INVENTORY Extraversion (NFER)	2	1	2	2	1	0	0	0	1	0	0	1	1	0	0	1	1	1	2	2	1	1	2	1	0	0	0	0	1	0	1	1	0	1	0	0	F F F P
LOUISVILLE BEHAVIOR CHECK LIST - FORM E2 Aggression Total (CPRC)	1	1	1	0	0	0	0	0	0	1	0	1	0	0	0	1	1	1	2	0	0	0	1	0	1	1	0	0	0	0	0	0	0	0	0	0	P P P P
LOUISVILLE BEHAVIOR CHECK LIST - FORM E2 Antisocial Behavior (CPRC)	1	1	1	0	0	0	0	0	0	1	0	1	0	0	0	1	1	1	2	0	0	0	1	0	1	1	0	0	0	0	0	0	0	0	0	0	P P P P
LOUISVILLE BEHAVIOR CHECK LIST - FORM E2 Infantile Aggression (CPRC)	1	1	1	0	0	0	0	0	0	1	0	1	0	0	0	1	1	1	2	0	0	0	1	0	1	1	0	0	0	0	0	0	0	0	0	0	P P P P
LOUISVILLE BEHAVIOR CHECK LIST - FORM E2 Prosocial Behavior (CPRC)	1	1	0	0	0	0	0	0	0	1	0	1	0	0	0	1	1	1	2	0	0	0	1	0	1	1	0	0	0	0	0	0	0	0	0	0	P P P P
MINNESOTA SCHOOL AFFECT ASSESSMENT - FORM CL Academic Fellowship (MS	0	1	2	0	0	0	0	0	2	0	1	0	0	1	1	1	1	1	1	2	0	0	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
MINNESOTA SCHOOL AFFECT ASSESSMENT - FORM CL Co-operation (MSTP)	0	1	1	0	0	0	0	0	2	0	1	0	0	1	1	1	1	1	1	2	0	0	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
MINNESOTA SCHOOL AFFECT ASSESSMENT - FORM CL Importance of Affect (MSTP)	0	0	1	0	0	0	0	0	1	0	1	0	0	1	1	1	1	1	1	2	0	0	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-1	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	[illegible]
MINNESOTA SCHOOL AFFECT ASSESSMENT - FORM CL Peers (MSTP)	0	0	2	0	0	0	0	0	2	0	1	0	0	1	1	1	1	1	1	2	0	0	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
PERSONALITY RATING SCALE Co-operation (ETSA)	1	1	2	0	0	0	0	1	2	0	1	1	1	1	1	1	0	1	0	2	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
PERSONALITY RATING SCALE Courtesy (ETSA)	1	0	2	0	0	0	0	1	0	0	1	1	1	1	1	1	0	1	0	2	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
PERSONALITY RATING SCALE Entertaining (ETSA)	1	0	2	0	0	0	0	1	0	0	1	1	1	1	1	1	0	1	0	2	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
PERSONALITY RATING SCALE Generosity (ETSA)	1	0	2	0	0	0	0	1	2	0	1	1	1	1	1	1	0	1	0	2	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
PERSONALITY RATING SCALE Sociability (ETSA)	1	1	2	0	0	0	0	1	0	0	1	1	1	1	1	1	0	1	0	2	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
PERSONALITY RATING SCALE Thoughtfulness (ETSA)	1	1	2	0	0	0	0	1	0	0	1	1	1	1	1	1	0	1	0	2	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
PRIMARY SCHOOL BEHAVIOR Q-SORT Responsible vs. Irresponsible Behavior (PARP)	3	2	2	0	0	0	0	0	2	0	1	1	1	0	0	1	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
PRIMARY SELF-CONCEPT INVENTORY Social-Self Domain (LCI)	0	1	1	0	0	0	0	0	1	0	1	1	0	1	0	1	1	1	2	2	1	1	1	1	1	1	0	0	0	1	0	0	0	0	0	0	P F F P
PRIMARY SELF-CONCEPT SCALE Peer Aggressiveness/Cooperation (DCBBE)	1	0	1	0	0	0	0	0	2	0	1	1	1	0	0	0	1	1	2	2	1	0	0	0	0	0	0	0	1	1	0	0	0	1	0	0	P F P P
PRIMARY SELF-CONCEPT SCALE Peer Ostracism/Acceptance (DCBBE)	1	0	2	0	0	0	0	0	2	0	1	1	1	0	0	0	1	1	2	2	1	0	0	0	0	0	0	0	1	1	0	0	0	1	0	0	P F P P
Q-TAGS TEST OF PERSONALITY - FORM H Social (IPR)	2	2	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	0	0	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
Q-TAGS TEST OF PERSONALITY - FORM S Social (IPR)	2	2	2	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	0	0	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
SCHOOL ATTITUDE SURVEY About Other Children and Me (AP)	2	1	2	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	2	2	1	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
SCHOOL BEHAVIOR CHECK LIST - FORM A2 (CPRC)	0	1	1	0	0	0	0	0	1	0	1	1	1	0	[illegible]	1	1	1	1	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
SYMPTOMATOLOGY AND IDENTIFICATION OF A CHILD WITH LEARNING DISABILITIES Aggressive Behavior (PI)	0	0	2	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Anality Affect (DCH)	1	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Identification Affect (DCH)	1	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION		INSTRUCTIONS			FORMAT				POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADUATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent / Factorial	Experimental / Evolutional				Item Appropriateness	Item Difficulties	Item Relevancy	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range	0-2	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-a
TASKS OF EMOTIONAL DEVELOPMENT TEST Identification Motivation (DCH)	1	0	1	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Limits Affect (DCH)	1	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Oedipal Affect (DCH)	1	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Oedipal Motivation (DCH)	1	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Oedipal Outcome (DCH)	1	0	1	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Siblings Affect (DCH)	1	0	1	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Socialization Affect (DCH)	1	1	1	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Trust Affect (DCH)	1	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
WRAY BEHAVIOR SCALE (RDCES)	0	1	1	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
AAMD ADAPTIVE BEHAVIOR SCALE Untrustworthy Behavior (AAMD)	2	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	1	1	1	1	0	1	1	0	1	1	0	0	0	0	0	0	P G F P
AAMD ADAPTIVE BEHAVIOR SCALE Withdrawal (AAMD)	2	0	1	0	0	0	0	0	1	0	1	1	1	1	1	1	1	1	2	0	1	1	1	1	0	1	1	0	1	1	0	0	0	0	0	0	P F F P
J. *ATTITUDES, VALUES, AND MOTIVATION*																																					
DAILY BEHAVIOR CARD (B)	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	1	0	1	1	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
EARLY SCHOOL PERSONALITY QUESTIONNAIRE Disregards Rules vs. Conscientious (IPAT)	1	0	1	0	0	0	0	0	1	0	1	1	1	1	0	0	0	1	2	1	1	0	2	1	0	1	1	0	1	1	0	0	0	0	1	1	P F F P
MULTIDIMENTIONAL MATURITY SCALE Psychosexual Maturity (PI)	1	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
JA. *SCHOOL ORIENTATION*																																					
CHILD BEHAVIOR RATING SCALE School Adjustment (WPS)	2	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	1	1	0	0	0	0	1	1	0	0	0	0	0	1	P F P P
CHILDREN'S PICTORIAL ATTITUDE SCALE (JWL)	1	2	2	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	2	1	1	1	0	1	1	1	0	1	0	0	0	0	0	1	2	P F F P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Associated	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpretor		Test – Retest	Internal Consistency	Alternate Form				
Rating Range	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-2	0-2	G-M-P
DETROIT ADJUSTMENT INVENTORY - DELTA FORM School - Status (BMC)	0	1	1	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
DEVEREUX ELEMENTARY SCHOOL BEHAVIOR RATING SCALE Disrespect-Defiance (DPP)	1	1	1	0	0	0	0	0	2	0	1	1	0	0	0	1	0	1	1	0	1	1	0	1	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
EDUCATION APPERCEPTION TEST (WPS)	2	2	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
INTERPERSONAL EFFECTIVENESS DIAGNOSIS Administrative - Pattern (HDTI)	2	1	1	0	0	0	0	1	1	0	1	1	1	1	1	1	1	1	1	2	1	1	1	1	0	0	0	0	1	1	0	0	0	0	0	0	P F F P
MINNESOTA SCHOOL AFFECT ASSESSMENT - FORM CL Academic Set (MSTP)	0	1	2	0	0	0	0	0	2	0	1	0	0	1	1	1	1	1	1	2	0	0	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
MINNESOTA SCHOOL AFFECT ASSESSMENT - FORM CL Behavioral Constraint (MSTP)	0	0	1	0	0	0	0	0	2	0	1	0	0	1	1	1	1	1	1	2	0	0	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
MINNESOTA SCHOOL AFFECT ASSESSMENT - FORM CL General School Interest (MSTP)	0	1	2	0	0	0	0	0	2	0	1	0	0	1	1	1	1	1	1	2	0	0	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
MINNESOTA SCHOOL AFFECT ASSESSMENT - FORM CL Intrinsic Motivation (MSTP)	0	1	2	0	0	0	0	0	2	0	1	0	0	1	1	1	1	1	1	2	0	0	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
MINNESOTA SCHOOL AFFECT ASSESSMENT - FORM CL Marking Basis (MSTP)	0	0	1	0	0	0	0	0	0	0	1	0	0	1	1	1	1	1	1	2	0	0	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P P P P
MINNESOTA SCHOOL AFFECT ASSESSMENT - FORM CL Non-Communication (MSTP)	0	0	[illegible]	0	0	0	0	0	2	0	1	0	0	1	1	1	1	1	1	2	0	0	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
MINNESOTA SCHOOL AFFECT ASSESSMENT - FORM CL Non-Mastery (MSTP)	0	0	1	0	0	0	0	0	1	0	1	0	0	1	1	1	1	1	1	2	0	0	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
MINNESOTA SCHOOL AFFECT ASSESSMENT - FORM CL School Personnel (MSTP)	0	0	2	0	0	0	0	0	2	0	1	0	0	1	1	1	1	1	1	2	0	0	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
MINNESOTA SCHOOL AFFECT ASSESSMENT - FORM CL Vocational Relevance (MSTP)	0	0	2	0	0	0	0	0	0	0	1	0	0	1	1	1	1	1	1	2	0	0	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P P P P
POLITTE SENTENCE COMPLETION TEST (PEI)	0	1	0	0	0	0	0	0	2	0	1	1	0	0	0	0	1	1	1	2	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
PRIMARY SELF-CONCEPT INVENTORY Intellectual-Self Domain (LCI)	0	1	1	0	0	0	0	0	1	0	1	1	0	1	0	1	1	1	2	2	1	1	1	1	1	1	0	0	0	1	0	0	0	0	0	0	P F F P
PRIMARY SELF-CONCEPT SCALE Intellectual Self Image (DCBBE)	1	0	1	0	0	0	0	0	2	0	1	1	1	0	0	0	1	1	2	2	1	0	0	0	0	0	0	0	1	1	0	0	0	1	0	0	P F P P
SCHOOL APPERCEPTION METHOD (SPC)	2	1	1	0	0	0	0	0	1	0	1	1	1	0	1	0	1	1	2	0	0	0	0	1	0	0	0	0	0	1	0	0	0	0	0	0	P F P P
SCHOOL ATTITUDE SURVEY About Me And My Classroom (AP)	2	1	2	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	2	2	1	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-F-P
SCHOOL ATTITUDE SURVEY About the Teacher and Me (AP)	2	1	2	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	2	2	1	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
SCHOOL ATTITUDE SURVEY About the Things We Learn (AP)	2	1	2	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	2	2	1	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
SCHOOL ATTITUDE TEST - ORAL VERSION (LCI)	1	2	2	0	0	0	0	1	1	0	1	0	1	1	1	0	0	1	2	1	1	1	1	1	0	0	0	0	1	1	0	0	0	1	0	0	P F P P
STANDARD READING INVENTORY SRI Check List of Reading Habits Security (BERS)	0	0	1	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Learning Affect (DCH)	1	0	1	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Learning Outcome (DCH)	1	0	1	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
3B. Self-Esteem																																					
CALIFORNIA TEST OF PERSONALITY - PRIMARY Personal Adjustment Feeling of Belonging (CTB)	2	1	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	1	0	1	1	0	0	0	1	0	0	P G G P
CALIFORNIA TEST OF PERSONALITY - PRIMARY Personal Adjustment Sense of Personal Worth (CTB)	2	1	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	1	0	1	1	0	0	0	1	0	0	P G G P
CALIFORNIA TEST OF PERSONALITY - PRIMARY Personal Adjustment Total (CTB)	2	2	0	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	0	2	1	1	1	1	0	1	1	0	0	0	1	0	0	P G F P
CALIFORNIA TEST OF PERSONALITY - PRIMARY Social Adjustment Family Relations (CTB)	2	1	1	1	0	0	0	1	1	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	1	0	1	1	0	0	0	1	0	0	P G G P
CHILDREN'S SELF-CONCEPTION TEST Corrected Raw Score (MBC)	0	0	2	0	0	0	0	1	0	0	1	1	0	0	1	0	0	1	0	2	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
CHILDREN'S SELF-CONCEPTION TEST Self Acceptance Score (MBC)	0	0	1	0	0	0	0	1	0	0	1	1	0	0	1	0	0	1	0	2	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
CHILDREN'S SELF-CONCEPTION TEST Self Rejection Score (MBC)	0	0	1	0	0	0	0	1	0	0	1	1	0	0	1	0	0	1	0	2	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
EARLY SCHOOL PERSONALITY QUESTIONNAIRE Affected by Feelings vs. Emotionally Stable (IPAT)	1	1	1	0	0	0	0	0	2	0	1	1	1	1	0	0	0	1	2	1	1	0	2	1	0	1	[illegible]	[illegible]	1	1	0	0	0	0	1	1	P F F P
EARLY SCHOOL PERSONALITY QUESTIONNAIRE Shy vs. Venturesome (IPAT)	1	1	1	0	0	0	0	0	2	0	1	1	1	1	0	0	0	1	2	1	1	0	2	1	0	1	1	0	1	1	0	0	0	0	1	1	P F F P
EARLY SCHOOL PERSONALITY QUESTIONNAIRE Sober vs. Enthusiastic (IPAT)	1	0	1	0	0	0	0	0	2	0	1	1	1	1	0	0	0	1	2	1	1	0	2	1	0	1	1	0	1	1	0	0	0	0	1	1	P F F P
HAND TEST Exhibition (WPS)	1	0	1	0	0	0	0	0	2	0	1	1	0	0	1	0	1	1	1	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/ Factorial	Experimental/ Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-3	0-3	0-1	0-3	0-2	G-F-P
KAHN TEST OF SYMBOL ARRANGEMENT Recall Final Estimate (PTS)	1	0	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
KAHN TEST OF SYMBOL ARRANGEMENT Recall Initial Estimate (PTS)	1	0	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
MINNESOTA SCHOOL AFFECT ASSESSMENT - FORM CL Academic Support (MSTP)	0	1	1	0	0	0	0	0	2	0	1	0	0	1	1	1	1	1	1	2	0	0	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
MINNESOTA SCHOOL AFFECT ASSESSMENT - FORM CL Acceptance (MSTP)	0	1	2	0	0	0	0	0	2	0	1	0	0	1	1	1	1	1	1	2	0	0	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
MINNESOTA SCHOOL AFFECT ASSESSMENT - FORM CL Confrontation Anxiety (MSTP)	0	1	1	0	0	0	0	0	1	0	1	0	0	1	1	1	1	1	1	2	0	0	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
MINNESOTA SCHOOL AFFECT ASSESSMENT - FORM CL Failure Anxiety (MSTP)	0	0	2	0	0	0	0	0	2	0	1	0	0	1	1	1	1	1	1	2	0	0	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
MINNESOTA SCHOOL AFFECT ASSESSMENT - FORM CL General Security (MSTP)	0	1	1	0	0	0	0	0	1	0	1	0	0	1	1	1	1	1	1	2	0	0	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
MINNESOTA SCHOOL AFFECT ASSESSMENT - FORM CL Marking Irrelevance (MSTP)	0	0	1	0	0	0	0	0	1	0	1	0	0	1	1	1	1	1	1	2	0	0	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
MINNESOTA SCHOOL AFFECT ASSESSMENT - FORM CL Personal Support (MSTP)	0	0	2	0	0	0	0	0	1	0	1	0	0	1	1	1	1	1	1	2	0	0	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
MINNESOTA SCHOOL AFFECT ASSESSMENT - FORM CL Personal Worth as Student (MSTP)	0	1	2	0	0	0	0	0	2	0	1	0	0	1	1	1	1	1	1	2	0	0	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
MY SELF CHECKLIST (FP)	0	2	1	0	0	0	0	0	0	0	1	1	1	0	1	1	1	1	2	2	1	1	0	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
PRIMARY SELF-CONCEPT SCALE Adult Acceptance/Rejection (DCBBE)	1	0	2	0	0	0	0	0	1	0	1	1	1	0	0	0	1	1	2	2	1	0	0	0	0	0	0	0	1	1	0	0	0	1	0	0	P F P P
PRIMARY SELF-CONCEPT SCALE Physiological Self (DCBBE)	1	0	0	0	0	0	0	0	2	0	1	1	1	0	0	0	1	1	2	2	1	0	0	0	0	0	0	0	1	1	0	0	0	1	0	0	P F P P
PRIMARY SELF-CONCEPT SCALE Success/Non-success (DCBBE)	1	0	2	0	0	0	0	0	2	0	1	1	1	0	0	0	1	1	2	2	1	0	0	0	0	0	0	0	1	1	0	0	0	1	0	0	P F P P
SELF-CONCEPT ADJECTIVE CHECKLIST (PEI)	1	2	1	0	0	0	0	0	0	0	0	1	0	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	P P P P
SELF-CONCEPT AND MOTIVATION INVENTORY (WHAT FACE WOULD YOU WEAR?) - EARLY ELEMENTARY FORM Role Expectations (POM)	0	1	1	0	0	0	0	0	1	0	0	1	1	1	1	1	1	1	2	2	1	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
SELF-CONCEPT AND MOTIVATION INVENTORY (WHAT FACE WOULD YOU WEAR?) - EARLY ELEMENTARY FORM Self Adequacy (POM)	0	1	1	0	0	0	0	0	1	0	0	1	1	1	1	1	1	1	2	2	1	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
SELF-PERCEPTION INVENTORY - STUDENT FORMS Form SC - S (LMS)	1	1	1	0	0	0	0	1	1	0	1	0	0	0	0	0	1	1	1	2	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
SELF-PERCEPTION INVENTORY - STUDENT FORMS Ideal Concept (LMS)	1	2	1	0	0	0	0	1	1	0	1	0	0	0	0	0	1	1	1	2	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
SELF-PERCEPTION INVENTORY - STUDENT FORMS Reflected Self - Classmates (LMS)	1	2	1	0	0	0	0	1	1	0	1	0	0	0	0	0	1	1	1	2	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
SELF-PERCEPTION INVENTORY - STUDENT FORMS Reflected Self - Parents (LMS)	1	2	1	0	0	0	0	1	1	0	1	0	0	0	0	0	1	1	1	2	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
SELF-PERCEPTION INVENTORY - STUDENT FORMS Reflected Self - Teachers (LMS)	1	2	1	0	0	0	0	1	1	0	1	0	0	0	0	0	1	1	1	2	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
SELF-PERCEPTION INVENTORY - STUDENT FORMS Self Concept (LMS)	1	2	1	0	0	0	0	1	1	0	1	0	0	0	0	0	1	1	1	2	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
SELF-PERCEPTION INVENTORY - STUDENT FORMS Total Discrepancy Score (LMS)	1	1	1	0	0	0	0	1	1	0	1	0	0	0	0	0	1	1	1	2	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
SELF-PROFILE Q-SORT (PEP)	0	1	1	0	0	0	0	0	0	0	1	0	0	0	0	1	0	1	2	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Self-Concept Affect (DCH)	1	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Self-Concept Motivation (DCH)	1	1	1	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Self-Concept Outcome (DCH)	1	0	1	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
THOMAS SELF-CONCEPT VALUES TEST Self-As-Object Score - Mother (AMP)	1	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	1	1	0	1	1	0	1	0	0	0	0	0	0	0	P F P P
THOMAS SELF-CONCEPT VALUES TEST Self-As-Object Score - Peer (AMP)	1	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	1	1	0	1	1	0	1	0	0	0	0	0	0	0	P F P P
THOMAS SELF-CONCEPT VALUES TEST Self-As-Object Score - Teacher (AMP)	1	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	1	1	0	1	1	0	1	0	0	0	0	0	0	0	P F P P
THOMAS SELF-CONCEPT VALUES TEST Self-As-Subject Score (AMP)	1	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	1	1	0	1	1	0	1	0	0	0	0	0	0	0	P F P P
THOMAS SELF-CONCEPT VALUES TEST Total Self Concept Score (AMP)	1	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	1	1	0	1	1	0	1	0	0	0	0	0	0	0	P F P P
THOMAS SELF-CONCEPT VALUES TEST Value Scores Ability (AMP)	1	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	2	1	0	1	1	0	1	0	0	0	0	0	0	0	P F P P
THOMAS SELF-CONCEPT VALUES TEST Value Scores Attractiveness (AMP)	1	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	2	1	0	1	1	0	1	0	0	0	0	0	0	0	P F F P
THOMAS SELF-CONCEPT VALUES TEST Value Scores Cleanliness (AMP)	1	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	2	1	0	1	1	0	1	0	0	0	0	0	0	0	P F F P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustrations & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-P
THOMAS SELF-CONCEPT VALUES TEST Value Scores Fear People (AMP)	1	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	2	1	0	1	1	0	1	0	0	0	0	0	0	0	P F F P
THOMAS SELF-CONCEPT VALUES TEST Value Scores Fear Things (AMP)	1	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	2	1	0	1	1	0	1	0	0	0	0	0	0	0	P F F P
THOMAS SELF-CONCEPT VALUES TEST Value Scores Happiness (AMP)	1	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	2	1	0	1	1	0	1	0	0	0	0	0	0	0	P F F P
THOMAS SELF-CONCEPT VALUES TEST Value Scores Health (AMP)	1	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	2	1	0	1	1	0	1	0	0	0	0	0	0	0	P F F P
THOMAS SELF-CONCEPT VALUES TEST Value Scores Independence (AMP)	1	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	2	1	0	1	1	0	1	0	0	0	0	0	0	0	P F F P
THOMAS SELF-CONCEPT VALUES TEST Value Scores Male Acceptance (AMP)	1	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	2	1	0	1	1	0	1	0	0	0	0	0	0	0	P F F P
THOMAS SELF-CONCEPT VALUES TEST Value Scores Material (AMP)	1	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	2	1	0	1	1	0	1	0	0	0	0	0	0	0	P F F P
THOMAS SELF-CONCEPT VALUES TEST Value Scores Sharing (AMP)	1	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	2	1	0	1	1	0	1	0	0	0	0	0	0	0	P F F P
THOMAS SELF-CONCEPT VALUES TEST Value Scores Size (AMP)	1	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	2	1	0	1	1	0	1	0	0	0	0	0	0	0	P F F P
THOMAS SELF-CONCEPT VALUES TEST Value Scores Sociability (AMP)	1	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	2	1	0	1	1	0	1	0	0	0	0	0	0	0	P F F P
THOMAS SELF-CONCEPT VALUES TEST Value Scores Strength (AMP)	1	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	2	1	0	1	1	0	1	0	0	0	0	0	0	0	P F F P
3C. Achievement Motivation																																					
AAMD ADAPTIVE BEHAVIOR SCALE Self-Direction (AAMD)	2	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	1	1	1	1	0	1	1	0	1	1	0	0	0	0	2	1	P G F P
BEHAVIOR RATING SCALE (LRDC)	1	0	0	0	0	0	0	0	1	0	1	1	1	0	1	1	0	1	1	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
BRISTOL SOCIAL-ADJUSTMENT GUIDES - 1 AND 2 The Child in School Depression (EITS)	2	1	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	1	1	0	1	1	1	0	0	0	0	0	0	0	0	0	P F P P
BRISTOL SOCIAL-ADJUSTMENT GUIDES - THE CHILD IN RESIDENTIAL CARE Depression (NFER)	0	1	1	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
BURKS' BEHAVIOR RATING SCALES Poor Attention (AP)	2	1	2	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	1	0	1	1	1	1	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
BURKS' BEHAVIOR RATING SCALES Poor Ego Strength (AP)	2	1	1	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	0	1	1	1	1	0	0	0	0	1	1	0	0	0	0	0	0	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-3	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	[illegible]
DEVEREUX ELEMENTARY SCHOOL BEHAVIOR RATING SCALE Additional Items Quits (DFP)	1	0	2	0	0	0	0	0	2	0	1	1	0	0	0	1	0	1	1	0	1	1	0	1	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
DEVEREUX ELEMENTARY SCHOOL BEHAVIOR RATING SCALE Additional Items Slow Work (DFP)	1	0	2	0	0	0	0	0	2	0	1	1	0	0	0	1	0	1	1	0	1	1	0	1	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
HAND TEST Acquisition (WPS)	1	0	1	0	0	0	0	0	2	0	1	1	0	0	1	0	1	1	1	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
HAND TEST Active (WPS)	1	0	1	0	0	0	0	0	2	0	1	1	0	0	1	0	1	1	1	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
HAND TEST Environmental (WPS)	1	0	1	0	0	0	0	0	2	0	1	1	0	0	1	0	1	1	1	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
HAND TEST Passive (WPS)	1	0	1	0	0	0	0	0	2	0	1	1	0	0	1	0	1	1	1	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
LIFE-SPACE SURVEY (ATP)	0	1	1	0	0	0	0	1	1	0	1	1	0	0	1	1	1	1	1	2	1	1	0	1	0	0	0	0	1	1	0	0	0	1	0	0	P F P P
LOUISVILLE BEHAVIOR CHECK LIST - FORM E2 Academic Disability (CPRC)	1	0	1	0	0	0	0	0	0	1	0	1	0	0	0	1	1	1	2	0	0	0	1	0	1	1	0	0	0	0	0	0	0	0	0	0	P P P P
LOUISVILLE BEHAVIOR CHECK LIST - FORM E2 Learning Disability Total (CPRC)	1	0	1	0	0	0	0	0	0	1	0	1	0	0	0	1	1	1	2	0	0	0	1	0	1	1	0	0	0	0	0	0	0	0	0	0	P P P P
MINNESOTA SCHOOL AFFECT ASSESSMENT - FORM CL Academic Press (MSTP)	0	0	1	0	0	0	0	0	2	0	1	0	0	1	1	1	1	1	1	2	0	0	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
MINNESOTA SCHOOL AFFECT ASSESSMENT - FORM CL Competition (MSTP)	0	0	2	0	0	0	0	0	2	0	1	0	0	1	1	1	1	1	1	2	0	0	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
MINNESOTA SCHOOL AFFECT ASSESSMENT - FORM CL Need for Direction (MSTP)	0	0	1	0	0	0	0	0	1	0	1	0	0	1	1	1	1	1	1	2	0	0	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
MINNESOTA SCHOOL AFFECT ASSESSMENT - FORM CL Perseverance (MSTP)	0	0	2	0	0	0	0	0	2	0	1	0	0	1	1	1	1	1	1	2	0	0	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
NEALE ANALYSIS OF READING ABILITY Qualitative Assessment Personal Characteristics (NFER)	0	0	1	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	0	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
PERSONALITY RATING SCALE Pep (ETSA)	1	0	2	0	0	0	0	1	0	0	1	1	1	1	1	1	0	1	0	2	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
PERSONALITY RATING SCALE Persistence (ETSA)	1	0	2	0	0	0	0	1	0	0	1	1	1	1	1	1	0	1	0	2	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
PRIMARY SCHOOL BEHAVIOR Q-SORT Cognitively Mature vs. Cognitively Immature (PARP)	3	1	1	0	0	0	0	0	1	0	1	1	1	0	0	1	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
PRIMARY SCHOOL BEHAVIOR Q-SORT Self-Actualizing vs. Stasis Seeking Behavior (PARP)	3	1	1	0	0	0	0	0	2	0	1	1	1	0	0	1	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-2	0-2	[illegible]
Q-TAGS TEST OF PERSONALITY - FORM H Assertive (IPR)	2	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	0	0	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
Q-TAGS TEST OF PERSONALITY - FORM H Effective (IPR)	2	1	1	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	0	0	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
Q-TAGS TEST OF PERSONALITY - FORM S Assertive (IPR)	2	1	2	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	0	0	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
Q-TAGS TEST OF PERSONALITY - FORM S Effective (IPR)	2	1	1	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	0	0	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
SELF-CONCEPT AND MOTIVATION INVENTORY (WHAT FACE WOULD YOU WEAR?) - EARLY ELEMENTARY FORM Achievement Needs (POM)	0	1	2	0	0	0	0	0	1	0	0	1	1	1	1	1	1	1	2	2	1	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
SYMPTOMATOLOGY AND IDENTIFICATION OF A CHILD WITH LEARNING DISABILITIES Attention (PI)	0	0	1	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
SYMPTOMATOLOGY AND IDENTIFICATION OF A CHILD WITH LEARNING DISABILITIES Hypo-Active, Hypo-Kinetic (PI)	0	0	2	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Learning Motivation (DCH)	1	0	1	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Socialization Motivation (DCH)	1	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
3D. Interests																																					
EARLY SCHOOL PERSONALITY QUESTIONNAIRE Obedient vs. Assertive (IPAT)	1	1	1	0	0	0	0	0	2	0	1	1	1	1	0	0	0	1	2	1	1	0	2	1	0	1	1	0	1	1	0	0	0	0	1	1	P F F P
EARLY SCHOOL PERSONALITY QUESTIONNAIRE Tough-Minded vs. Tender-Minded (IPAT)	1	0	1	0	0	0	0	0	2	0	1	1	1	1	0	0	0	1	2	1	1	0	2	1	0	1	1	0	1	1	0	0	0	0	1	1	P F F P
GESELL DEVELOPMENTAL KIT Home and School Preferences (WPS)	0	1	2	0	1	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
GILLILAND LEARNING POTENTIAL EXAMINATION Interest Area (MRP)	0	0	2	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	2	2	1	1	1	0	1	0	1	0	1	0	0	0	0	0	0	0	P P F P
PERSONALITY RATING SCALE Interests (ETSA)	1	1	2	0	0	0	0	1	0	0	1	1	1	1	1	1	0	1	0	2	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
QUICK SCREENING SCALE OF MENTAL DEVELOPMENT Play Interests (PA)	1	0	1	0	0	0	0	0	2	0	1	1	0	0	0	0	1	1	2	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	P F P P
ARTS AND CRAFTS																																					
4. VALUING ART																																					

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent / Factorial	Experimental/ Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
4A. Appreciation of Art																																					
4B. Internalization of Art																																					
EDUCATIONAL DEVELOPMENT SERIES - LOWER PRIMARY School Interests Art (STS)	0	0	2	0	0	0	0	1	1	0	1	1	1	1	0	1	1	1	0	2	1	1	2	0	0	0	0	0	1	0	0	0	0	1	0	0	P F P P
MINNESOTA SCHOOL AFFECT ASSESSMENT - FORM CL Fine Arts (MSTP)	0	0	0	0	0	0	0	0	2	0	1	0	0	1	1	1	1	1	1	2	0	0	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
WELSH FIGURE PREFERENCE TEST Barron-Welsh Art Scale (CPP)	1	0	2	0	0	0	0	1	2	0	1	0	0	0	1	1	0	1	0	2	1	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
WELSH FIGURE PREFERENCE TEST Children Scale (CPP)	1	0	2	0	0	0	0	1	2	0	1	0	0	0	1	1	0	1	0	2	1	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
WELSH FIGURE PREFERENCE TEST Conformance Score (CPP)	1	0	2	0	0	0	0	1	2	0	1	0	0	0	1	1	0	1	0	2	1	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
WELSH FIGURE PREFERENCE TEST Don't Like Score (CPP)	1	0	2	0	0	0	0	1	2	0	1	0	0	0	1	1	0	1	0	2	1	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
WELSH FIGURE PREFERENCE TEST Figure-Ground Scale (CPP)	1	0	2	0	0	0	0	1	2	0	1	0	0	0	1	1	0	1	0	2	1	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
WELSH FIGURE PREFERENCE TEST Male-Female Scale (CPP)	1	0	2	0	0	0	0	1	2	0	1	0	0	0	1	1	0	1	0	2	1	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
WELSH FIGURE PREFERENCE TEST Neuropsychiatric Scale (CPP)	1	0	2	0	0	0	0	1	2	0	1	0	0	0	1	1	0	1	0	2	1	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
WELSH FIGURE PREFERENCE TEST Repeat Score (CPP)	1	0	2	0	0	0	0	1	2	0	1	0	0	0	1	1	0	1	0	2	1	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
WELSH FIGURE PREFERENCE TEST Revised Art Scale (CPP)	1	0	2	0	0	0	0	1	2	0	1	0	0	0	1	1	0	1	0	2	1	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
WELSH FIGURE PREFERENCE TEST Sex Symbol Scales Combined Male and Female Symbol Scale (CPP)	1	0	2	0	0	0	0	1	2	0	1	0	0	0	1	1	0	1	0	2	1	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
WELSH FIGURE PREFERENCE TEST Sex Symbol Scales Female Sex Symbol Scale (CPP)	1	0	2	0	0	0	0	1	2	0	1	0	0	0	1	1	0	1	0	2	1	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
WELSH FIGURE PREFERENCE TEST Sex Symbol Scales Male Sex Symbol Scale (CPP)	1	0	2	0	0	0	0	1	2	0	1	0	0	0	1	1	0	1	0	2	1	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
WELSH FIGURE PREFERENCE TEST Sex Symbol Scales Neutral Symbol Scale (CPP)	1	0	2	0	0	0	0	1	2	0	1	0	0	0	1	1	0	1	0	2	1	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
WELSH FIGURE PREFERENCE TEST Sex Symbol Scales XX Scale (CPP)	1	0	2	0	0	0	0	1	2	0	1	0	0	0	1	1	0	1	0	2	1	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent / Factorial	Experimental/ Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
5. PRODUCING ART																																					
5A. Representational Skill in Art																																					
GOODENOUGH-HARRIS DRAWING TEST Point Scale Average (HBJ)	2	0	2	0	0	0	0	1	2	2	1	1	0	0	1	1	1	1	2	2	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	0	P G P P
GOODENOUGH-HARRIS DRAWING TEST Point Scale Man (HBJ)	2	0	2	0	0	0	0	1	2	2	1	1	0	0	1	1	1	1	2	2	1	1	0	0	1	0	1	1	0	0	0	0	0	0	3	2	P G P P
GOODENOUGH-HARRIS DRAWING TEST Point Scale Self (HBJ)	2	0	2	0	0	0	0	1	2	0	1	1	0	0	1	1	1	1	2	2	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
GOODENOUGH-HARRIS DRAWING TEST Point Scale Woman (HBJ)	2	0	2	0	0	0	0	1	2	2	1	1	0	0	1	1	1	1	2	2	1	1	0	0	1	0	1	1	0	0	0	0	0	0	3	2	P G P P
GOODENOUGH-HARRIS DRAWING TEST Quality Scale Average (HBJ)	2	0	2	0	0	0	0	1	2	2	1	1	1	0	1	1	1	1	2	2	1	1	0	0	1	0	1	1	0	0	0	0	0	0	0	0	P G P P
GOODENOUGH-HARRIS DRAWING TEST Quality Scale Man (HBJ)	2	0	2	0	0	0	0	1	2	2	1	1	1	0	1	1	1	1	2	2	1	1	0	0	1	0	1	1	0	0	0	0	0	0	2	2	P G P P
GOODENOUGH-HARRIS DRAWING TEST Quality Scale Woman (HBJ)	2	0	2	0	0	0	0	1	2	2	1	1	1	0	1	1	1	1	2	2	1	1	0	0	1	0	1	1	0	0	0	0	0	0	2	2	P G P P
THREE-DIMENSIONAL TEST FOR VISUALIZATION SKILL Level II Operational Imagery (ATP)	0	0	2	0	0	0	0	0	2	0	1	0	0	0	0	1	0	1	1	2	1	1	0	0	0	0	0	0	1	2	0	0	0	0	0	0	P P P P
5B. Expressive Skill in Art																																					
6. UNDERSTANDING ART																																					
6A. Art Analysis																																					
INTERPERSONAL EFFECTIVENESS DIAGNOSIS Teacher - Pattern (HDTI)	2	0	2	0	0	0	0	1	1	0	1	1	1	1	1	1	1	1	1	2	1	1	1	1	0	0	0	0	1	1	0	0	0	0	0	0	P F F P
6B. Developmental Understanding of Art																																					
CAREER EDUCATION																																					
7. CAREER VALUES AND UNDERSTANDING																																					
7A. Knowledge of Vocations and Careers																																					

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES			
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION				
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form							
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P			
7B. Interest in Vocations and Careers																																								
EDUCATIONAL DEVELOPMENT SERIES - LOWER PRIMARY School interests Vocational (STS)	0	0	2	0	0	0	0	1	0	0	1	1	1	1	0	1	1	1	0	2	1	1	2	0	0	0	0	0	1	0	0	0	0	1	0	0	P	F	P	F
WIDE RANGE INTEREST - OPINION TEST Activity by Sex (GAD)	0	0	2	0	0	0	0	0	1	0	0	0	0	1	1	1	0	1	2	0	1	0	2	1	0	1	0	0	1	0	0	0	0	0	0	0	P	P	P	P
WIDE RANGE INTEREST - OPINION TEST Agreement (GAD)	0	0	2	0	0	0	0	0	1	0	0	0	0	1	1	1	0	1	2	0	1	0	2	1	0	1	0	0	1	0	0	0	0	0	0	0	P	P	P	P
WIDE RANGE INTEREST - OPINION TEST Ambition (GAD)	0	0	2	0	0	0	0	0	1	0	0	0	[illegible]	1	1	1	0	1	2	0	1	0	2	1	0	1	0	0	1	0	0	0	0	0	0	0	P	P	P	P
WIDE RANGE INTEREST - OPINION TEST Art (GAD)	0	0	2	0	0	0	0	0	1	0	0	0	0	1	1	1	0	1	2	0	1	0	2	1	0	1	0	0	1	0	0	0	0	0	0	0	P	P	P	P
WIDE RANGE INTEREST - OPINION TEST Athletics (GAD)	0	0	2	0	0	0	0	0	1	0	0	0	0	1	1	1	0	1	2	0	1	0	2	1	0	1	0	0	1	0	0	0	0	0	0	0	P	P	P	P
WIDE RANGE INTEREST - OPINION TEST Biological Science (GAD)	0	0	2	0	0	0	0	0	1	0	0	0	0	1	1	1	0	1	2	0	1	0	2	1	0	1	0	0	1	0	0	0	0	0	0	0	P	P	P	P
WIDE RANGE INTEREST - OPINION TEST Chosen Skill Level (GAD)	0	0	2	0	0	0	0	0	1	0	0	0	0	1	1	1	0	1	2	0	1	0	2	1	0	1	0	0	1	0	0	0	0	0	0	0	P	P	P	P
WIDE RANGE INTEREST - OPINION TEST Drama (GAD)	0	0	2	0	0	0	0	0	1	0	0	0	0	1	1	1	0	1	2	0	1	0	2	1	0	1	0	0	1	0	0	0	0	0	0	0	P	P	P	P
WIDE RANGE INTEREST - OPINION TEST Interest Spread (GAD)	0	0	2	0	0	0	0	0	1	0	0	0	0	1	1	1	0	1	2	0	1	0	2	1	0	1	0	0	1	0	0	0	0	0	0	0	P	P	P	P
WIDE RANGE INTEREST - OPINION TEST Literature (GAD)	0	0	2	0	0	0	0	0	1	0	0	0	0	1	1	1	0	1	2	0	1	0	2	1	0	1	0	0	1	0	0	0	0	0	0	0	P	P	P	P
WIDE RANGE INTEREST - OPINION TEST Machine Operation (GAD)	0	0	2	0	0	0	0	0	1	0	0	0	0	1	1	1	0	1	2	0	1	0	2	1	0	1	0	0	1	0	0	0	0	0	0	0	P	P	P	P
WIDE RANGE INTEREST - OPINION TEST Management (GAD)	0	0	2	0	0	0	0	0	1	0	0	0	0	1	1	1	0	1	2	0	1	0	2	1	0	1	0	0	1	0	0	0	0	0	0	0	P	P	P	P
WIDE RANGE INTEREST - OPINION TEST Mechanics (GAD)	0	0	2	0	0	0	0	0	1	0	0	0	0	1	1	1	0	1	2	0	1	0	2	1	0	1	0	0	1	0	0	0	0	0	0	0	P	P	P	P
WIDE RANGE INTEREST - OPINION TEST Music (GAD)	0	0	2	0	0	0	0	0	1	0	0	0	0	1	1	1	0	1	2	0	1	0	2	1	0	1	0	0	1	0	0	0	0	0	0	0	P	P	P	P
WIDE RANGE INTEREST - OPINION TEST Number (GAD)	0	0	2	0	0	0	0	0	1	0	0	0	0	1	1	1	0	1	2	0	1	0	2	1	0	1	0	0	1	0	0	0	0	0	0	0	P	P	P	P
WIDE RANGE INTEREST - OPINION TEST Office Work (GAD)	0	0	2	0	0	0	0	0	1	0	0	0	0	1	1	0	1	1	2	0	1	0	2	1	0	1	0	0	1	0	0	0	0	0	0	0	P	P	P	P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
WIDE RANGE INTEREST - OPINION TEST Outdoor (GAD)	0	0	2	0	0	0	0	0	1	0	0	0	0	1	1	1	0	1	2	0	1	0	2	1	0	1	0	0	1	0	0	0	0	0	0	0	P P P P
WIDE RANGE INTEREST - OPINION TEST Personal Service (GAD)	0	0	2	0	0	0	0	0	1	0	0	0	0	1	1	1	0	1	2	0	1	0	2	1	0	1	0	0	1	0	0	0	0	0	0	0	P P P P
WIDE RANGE INTEREST - OPINION TEST Physical Science (GAD)	0	0	2	0	0	0	0	0	1	0	0	0	0	1	1	1	0	1	2	0	1	0	2	1	0	1	0	0	1	0	0	0	0	0	0	0	P P P P
WIDE RANGE INTEREST - OPINION TEST Protective Service (GAD)	0	0	2	0	0	0	0	0	1	0	0	0	0	1	1	1	0	1	2	0	1	0	2	1	0	1	0	0	1	0	0	0	0	0	0	0	P P P P
WIDE RANGE INTEREST - OPINION TEST Risk (GAD)	0	0	2	0	0	0	0	0	1	0	0	0	0	1	1	1	0	1	2	0	1	0	2	1	0	1	0	0	1	0	0	0	0	0	0	0	P P P P
WIDE RANGE INTEREST - OPINION TEST Sales (GAD)	0	0	2	0	0	0	0	0	1	0	0	0	0	1	1	1	0	1	2	0	1	0	2	1	0	1	0	0	1	0	0	0	0	0	0	0	P P P P
WIDE RANGE INTEREST - OPINION TEST Sedentariness (GAD)	0	0	2	0	0	0	0	0	1	0	0	0	0	1	1	1	0	1	2	0	1	0	2	1	0	1	0	0	1	0	0	0	0	0	0	0	P P P P
WIDE RANGE INTEREST - OPINION TEST Social Science (GAD)	0	0	2	0	0	0	0	0	1	0	0	0	0	1	1	1	0	1	2	0	1	0	2	1	0	1	0	0	1	0	0	0	0	0	0	0	P P P P
WIDE RANGE INTEREST - OPINION TEST Social Service (GAD)	0	0	2	0	0	0	0	0	1	0	0	0	0	1	1	1	0	1	2	0	1	0	2	1	0	1	0	0	1	0	0	0	0	0	0	0	P P P P
COGNITIVE AND INTELLECTUAL SKILLS																																					
4. UNDERSTANDING AND REASONING																																					
ACER LOWER GRADES GENERAL ABILITY SCALE (ACER)	2	0	2	0	0	0	0	0	2	0	1	1	1	1	1	0	1	1	2	1	1	0	1	1	1	1	1	0	1	1	0	0	0	1	2	2	P F F P
AMERICAN SCHOOL INTELLIGENCE TEST - PRIMARY (BMC)	1	2	2	0	0	0	0	1	1	0	1	1	1	1	1	0	1	1	2	2	1	0	1	1	1	1	1	1	1	1	0	3	0	0	3	2	P F F F
ARTHUR POINT SCALE OF PERFORMANCE TEST, REVISED FORM II Total Point Score (PC)	0	0	1	0	0	0	0	0	1	0	1	0	0	0	1	0	1	1	2	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	2	P P P P
CALIFORNIA SHORT-FORM TEST OF MENTAL MATURITY - LEVEL 1 Logical Reasoning (CTB)	2	1	2	0	0	0	0	0	1	0	1	1	0	1	1	0	1	1	2	1	1	1	2	1	1	1	1	1	1	0	0	0	0	1	1	2	P F F P
CALIFORNIA SHORT-FORM TEST OF MENTAL MATURITY - LEVEL 1 Non-Language (CTB)	2	1	2	0	0	1	0	0	1	0	1	1	0	1	0	0	1	1	2	1	1	0	2	1	1	1	1	1	1	1	1	2	1	1	1	2	P F F F
CALIFORNIA SHORT-FORM TEST OF MENTAL MATURITY - LEVEL 1 Total (CTB)	2	1	1	0	0	2	0	0	1	0	1	1	0	1	0	0	1	1	2	1	1	0	2	1	1	1	1	1	1	1	1	2	2	1	3	2	P F F F
CALIFORNIA TEST OF MENTAL MATURITY - LEVEL 1 Logical Reasoning (CTB)	2	1	2	0	0	0	0	0	1	0	1	1	0	1	1	0	1	0	2	1	1	1	2	1	1	1	1	1	1	1	0	0	0	1	1	2	P F G P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES			
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION				
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form							
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-F-P			
CALIFORNIA TEST OF MENTAL MATURITY - LEVEL 1 Non-language (CTB)	2	1	1	0	0	0	0	0	1	0	1	0	0	1	0	0	1	0	1	1	1	0	2	1	1	1	1	1	1	1	0	0	0	1	3	2	P	P	F	P
CALIFORNIA TEST OF MENTAL MATURITY - LEVEL 1 Total (CTB)	2	1	1	0	0	0	0	0	1	0	1	0	0	1	0	0	1	0	1	1	1	0	2	1	1	1	1	1	1	1	0	0	0	1	3	2	P	P	F	P
CHICAGO NON-VERBAL EXAMINATION (PC)	0	1	2	0	0	0	0	1	0	0	1	1	0	1	0	0	0	1	2	2	1	0	1	1	1	0	1	0	1	2	0	2	0	1	3	1	P	P	F	P
COGNITIVE ABILITIES TEST, PRIMARY I (HMC)	0	0	2	0	0	0	0	0	2	0	1	1	1	1	1	0	1	1	2	1	1	0	2	1	1	1	1	1	1	2	0	0	0	0	2	2	P	F	G	P
COGNITIVE ABILITIES TEST, PRIMARY II (HMC)	0	0	2	0	0	0	0	0	2	0	1	1	1	1	1	0	1	1	2	2	1	1	2	1	1	1	1	1	1	2	0	3	0	0	3	2	P	F	G	F
EDUCATIONAL DEVELOPMENT SERIES - LOWER PRIMARY Battery Composite (STS)	0	1	0	0	0	0	0	1	1	0	1	1	1	0	1	0	1	0	2	2	1	0	2	1	1	1	0	0	1	0	0	3	0	1	0	2	P	F	F	P
KUHLMANN-ANDERSON TEST, BOOKLET B (PP)	2	1	1	0	0	1	0	1	1	0	1	1	1	1	0	1	0	0	2	1	1	0	1	1	1	1	0	0	1	1	2	3	2	1	3	2	P	F	F	G
MCCARTHY SCALES OF CHILDREN'S ABILITIES General Cognitive (PC)	1	1	0	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	2	0	1	0	0	1	0	1	1	1	0	1	3	3	0	0	3	2	P	F	P	F
OTIS-LENNON MENTAL ABILITY TEST, ELEMENTARY I (HBJ)	3	1	2	0	0	2	0	0	1	0	1	1	1	1	1	1	1	1	2	2	1	0	2	1	1	1	1	1	1	2	2	2	2	1	3	2	F	F	G	G
PERSONALITY RATING SCALE Intelligence (ETSA)	1	0	2	0	0	0	0	1	0	0	1	1	1	1	1	1	0	1	0	2	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P	F	P	P
PINTER-CUNNINGHAM PRIMARY TEST (HBJ)	0	1	1	0	0	1	0	0	1	0	1	1	1	1	0	1	1	1	2	2	1	1	1	1	1	1	0	0	1	1	0	0	0	1	1	2	P	F	F	P
PRIMARY CLASSIFICATION TEST (BMC)	0	1	1	0	0	0	0	0	1	0	1	1	0	1	0	0	1	0	2	2	1	1	0	0	0	0	0	0	1	0	0	0	0	1	0	0	P	P	P	P
SHORT TEST OF EDUCATIONAL ABILITY - LEVEL 2 (SRA)	0	2	2	0	0	1	0	0	1	0	1	0	1	1	1	0	1	1	2	1	1	0	2	1	0	0	0	1	1	0	0	2	0	0	0	0	P	F	P	P
SYMPTOMATOLOGY AND IDENTIFICATION OF A CHILD WITH LEARNING DISABILITIES Specific Learning Disabilities (Academic) (PI)	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P	[illegible]	F	P
TEST OF "G": CULTURE FAIR, SCALE 1 (IPAT)	0	0	1	0	0	0	0	0	1	0	1	1	0	0	1	0	1	1	2	0	1	0	1	0	1	0	1	0	0	0	0	0	0	0	3	1	P	F	P	P
TESTS OF GENERAL ABILITY - GRADES K TO 2 Total Score (SRA)	3	1	1	0	0	2	0	0	1	0	1	1	1	1	1	0	1	0	2	2	1	0	2	1	1	1	0	0	1	1	0	2	0	1	0	2	P	F	F	P
TESTS OF GENERAL ABILITY - GRADES 2 TO 4 Total Score (SRA)	3	1	1	0	0	1	0	0	1	0	1	1	1	1	1	0	1	0	2	2	1	0	2	1	1	1	0	0	1	1	0	2	0	1	0	2	P	F	F	P
WECHSLER INTELLIGENCE SCALE FOR CHILDREN - REVISED Full Scale Score (PC)	1	2	1	0	0	0	0	0	1	0	1	1	0	0	1	0	1	1	1	0	0	0	0	1	1	0	1	1	0	0	3	3	0	0	3	2	P	P	P	F

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Scaled Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
8A. Classification																																					
COLUMBIA MENTAL MATURITY SCALE: THIRD EDITION - LEVEL G (HBJ)	2	1	1	0	0	2	0	0	1	0	1	1	1	0	1	1	1	1	2	0	1	1	2	1	1	1	1	1	1	0	0	2	0	0	3	2	P F F P
CONCEPT FORMATION TEST II (IDS)	3	0	2	0	0	0	0	0	0	0	1	1	1	1	0	0	1	1	2	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
COOPERATIVE INTER-AMERICAN TESTS, TESTS OF GENERAL ABILITY: PRIMARY Classification (GTA)	0	1	1	0	0	0	0	1	1	0	1	1	1	1	1	0	1	0	2	2	1	1	2	0	0	0	0	0	1	0	0	0	0	1	0	0	P F P P
DETROIT TEST OF LEARNING APTITUDE Likenesses and Differences (BMC)	0	1	2	0	0	0	0	0	1	0	1	1	0	1	1	1	1	1	2	0	0	1	0	1	1	1	1	0	0	0	0	0	0	0	0	1	P F F P
EDUCATIONAL DEVELOPMENT SERIES - LOWER PRIMARY Non-Verbal (STS)	0	1	2	0	0	0	0	1	0	0	1	1	1	1	1	1	1	0	2	2	1	0	2	1	1	1	0	0	1	0	0	2	0	1	0	1	P F F P
HISKEY-NEBRASKA TEST OF LEARNING APTITUDE Picture Association (MSH)	2	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	0	1	2	1	0	1	1	0	0	0	0	0	0	1	0	2	P F P P
ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES, REVISED Visual Reception (WPS)	1	1	2	1	1	0	0	0	0	0	1	1	0	1	1	1	1	1	2	0	0	1	1	1	0	1	1	0	0	1	0	2	0	0	3	2	P F P P
KAHN INTELLIGENCE TESTS: EXPERIMENTAL FORM (PTS)	0	1	0	0	0	0	0	0	1	0	1	0	0	0	1	1	1	1	2	0	1	1	0	0	1	0	0	0	1	0	0	0	0	0	0	0	P F P P
KAHN TEST OF SYMBOL ARRANGEMENT Togetherness (PTS)	1	0	0	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
LORGE-THORNDIKE INTELLIGENCE TESTS, PRIMARY BATTERY - LEVEL 2 (HMC)	2	1	1	0	0	1	0	0	1	0	1	1	1	1	1	0	1	1	2	1	1	0	2	1	1	1	1	1	1	1	0	1	2	0	3	2	P F F F
OISE PICTURE REASONING TEST - PRIMARY (GCT)	0	1	1	0	0	0	0	0	2	0	1	1	0	1	1	1	1	1	2	1	1	0	2	0	1	1	0	0	1	0	0	0	0	0	2	2	P F P P
OTIS QUICK-SCORING MENTAL ABILITY TESTS - ALPHA TEST Nonverbal (HBJ)	1	2	2	0	1	0	0	1	2	0	1	1	1	1	1	0	1	0	2	2	1	0	2	1	1	0	1	0	1	1	0	0	1	1	0	2	P F F P
OTIS QUICK-SCORING MENTAL ABILITY TESTS - ALPHA TEST Total (HBJ)	1	2	1	0	1	0	0	1	1	0	1	1	1	1	1	0	1	0	1	2	1	0	2	1	1	0	1	0	1	1	0	0	2	1	0	1	P F F P
OTIS QUICK-SCORING MENTAL ABILITY TESTS: NEW EDITION - ALPHA TEST: SHORT FORM (HBJ)	1	2	1	0	0	1	0	1	2	0	1	1	1	1	1	0	1	1	1	2	1	0	2	1	1	1	1	0	1	1	0	0	0	1	3	2	P F F P
PICTORIAL TEST OF INTELLIGENCE Similarities (HMC)	2	1	1	1	1	0	0	0	1	0	1	1	1	0	1	1	1	1	2	0	0	1	2	1	1	0	1	1	0	0	0	0	0	1	0	1	P F P P
TEST OF CONCEPT UTILIZATION Concept Articulation Scores Acceptable Mains (WPS)	1	0	2	0	0	1	1	0	2	0	1	1	0	0	0	0	1	1	2	0	0	0	0	0	1	1	1	0	0	0	0	0	0	0	1	2	P F P P
TEST OF CONCEPT UTILIZATION Concept Articulation Scores Inferior Mains (WPS)	1	0	2	0	0	0	0	0	2	0	1	1	0	0	0	0	1	1	2	0	0	0	0	0	1	1	1	0	0	0	0	0	0	0	0	2	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evolutional				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-3	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-F-P
TEST OF CONCEPT UTILIZATION Equivalence Scores Abstract (WPS)	1	0	2	0	0	0	0	0	2	0	1	1	0	0	0	0	1	1	2	0	0	0	0	0	1	1	1	0	0	0	0	0	0	0	0	2	P F P P
TEST OF CONCEPT UTILIZATION Equivalence Scores Color (WPS)	1	0	2	0	0	0	0	0	2	0	1	1	0	0	0	0	1	1	2	0	0	0	0	0	1	1	1	0	0	0	0	0	0	0	0	2	P F P P
TEST OF CONCEPT UTILIZATION Equivalence Scores Homogeneous Functions (WPS)	1	0	2	0	0	0	0	0	2	0	1	1	0	0	0	0	1	1	2	0	0	0	0	0	1	1	1	0	0	0	0	0	0	0	0	2	P F P P
TEST OF CONCEPT UTILIZATION Equivalence Scores Object Bound (WPS)	1	0	2	0	0	0	0	0	2	0	1	1	0	0	0	0	1	1	2	0	0	0	0	0	1	1	1	0	0	0	0	0	0	0	0	2	P F P P
TEST OF CONCEPT UTILIZATION Equivalence Scores Shape (WPS)	1	0	2	0	0	0	0	0	2	0	1	1	0	0	0	0	1	1	2	0	0	0	0	0	1	1	1	0	0	0	0	0	0	0	0	2	P F P P
TEST OF CONCEPT UTILIZATION Equivalence Scores Stimulus Bound (WPS)	1	0	2	0	0	0	0	0	2	0	1	1	0	0	0	0	1	1	2	0	0	0	0	0	1	1	1	0	0	0	0	0	0	0	0	2	P F P P
TEST OF CONCEPT UTILIZATION Negations (WPS)	1	0	2	0	0	0	0	0	2	0	1	1	0	0	0	0	1	1	2	0	0	0	0	0	1	1	1	0	0	0	0	0	0	0	0	2	P F P P
TEST OF CONCEPT UTILIZATION Qualitative Scores Action (WPS)	1	0	2	0	0	0	0	0	2	0	1	1	0	0	0	0	1	1	2	0	0	0	0	0	1	1	1	0	0	0	0	0	0	0	0	2	P F P P
TEST OF CONCEPT UTILIZATION Qualitative Scores Creations (WPS)	1	0	2	0	0	0	0	0	2	0	1	1	0	0	0	0	1	1	2	0	0	0	0	0	1	1	1	0	0	0	0	0	0	0	0	2	P F P P
TEST OF CONCEPT UTILIZATION Qualitative Scores Infusions (WPS)	1	0	2	0	0	0	0	0	2	0	1	1	0	0	0	0	1	1	2	0	0	0	0	0	1	1	1	0	0	0	0	0	0	0	0	2	P F P P
TEST OF CONCEPT UTILIZATION Qualitative Scores Object Qualities (WPS)	1	0	2	0	0	0	0	0	2	0	1	1	0	0	0	0	1	1	2	0	0	0	0	0	1	1	1	0	0	0	0	0	0	0	0	2	P F P P
TEST OF CONCEPT UTILIZATION Reality Match Scores Abstract (WPS)	1	0	2	0	0	0	0	0	2	0	1	1	0	0	0	0	1	1	2	0	0	0	0	0	1	1	1	0	0	0	0	0	0	0	1	2	P F P P
TEST OF CONCEPT UTILIZATION Reality Match Scores Color (WPS)	1	0	2	0	0	0	0	0	2	0	1	1	0	0	0	0	1	1	2	0	0	0	0	0	1	1	1	0	0	0	0	0	0	0	1	2	P F P P
TEST OF CONCEPT UTILIZATION Reality Match Scores Homogeneous Function (WPS)	1	0	2	0	0	0	0	0	2	0	1	1	0	0	0	0	1	1	2	0	0	0	0	0	1	1	1	0	0	0	0	0	0	0	0	2	P F P P
TEST OF CONCEPT UTILIZATION Reality Match Scores Relational Function (WPS)	1	0	2	0	0	1	0	0	2	0	1	1	0	0	0	0	1	1	2	0	0	0	0	0	1	1	1	0	0	0	0	0	0	0	0	2	P F P P
TEST OF CONCEPT UTILIZATION Reality Match Scores Shape (WPS)	1	0	2	0	0	0	0	0	2	0	1	1	0	0	0	0	1	1	2	0	0	0	0	0	1	1	1	0	0	0	0	0	0	0	0	2	P F P P
TEST OF CONCEPT UTILIZATION Reality Match Scores Total (WPS)	1	0	2	0	0	0	1	0	2	0	1	1	0	0	0	0	1	1	2	0	0	0	0	0	1	1	1	0	0	0	0	0	0	0	0	2	P F P P
TEST OF CONCEPT UTILIZATION Relational Scores Minor Relational (WPS)	1	0	2	0	0	0	0	0	2	0	1	1	0	0	0	0	1	1	2	0	0	0	0	0	1	1	1	0	0	0	0	0	0	0	1	2	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
TEST OF CONCEPT UTILIZATION Relational Scores Relational Function (WPS)	1	0	2	0	0	0	0	0	2	0	1	1	0	0	0	0	1	1	2	0	0	0	0	0	1	1	1	0	0	0	0	0	0	0	1	2	P F P P
TEST OF CONCEPT UTILIZATION Structure Scores All Equivalence (WPS)	1	0	2	0	0	0	0	0	2	0	1	1	0	0	0	0	1	1	2	0	0	0	0	0	1	1	1	0	0	0	0	0	0	0	0	2	P F P P
TEST OF CONCEPT UTILIZATION Structure Scores All Relational (WPS)	1	0	2	0	0	0	0	0	2	0	1	1	0	0	0	0	1	1	2	0	0	0	0	0	1	1	1	0	0	0	0	0	0	0	1	2	P F P P
TEST OF CONCEPT UTILIZATION Structure Scores All Unilateral (WPS)	1	0	2	0	0	0	0	0	2	0	1	1	0	0	0	0	1	1	2	0	0	0	0	0	1	1	1	0	0	0	0	0	0	0	1	2	P F P P
TEST OF GENERAL ABILITY, INTER-AMERICAN SERIES: LEVEL 2 Nonverbal (GTA)	1	1	1	0	0	1	0	1	2	0	1	1	1	1	1	0	1	0	2	2	1	1	2	0	1	0	0	0	1	0	0	0	1	1	3	1	P F F P
TESTS OF GENERAL ABILITY - GRADES K TO 2 Reasoning (SRA)	3	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	0	2	2	1	1	2	1	1	1	0	0	1	1	0	2	0	1	0	2	P F F P
TESTS OF GENERAL ABILITY - GRADES 2 TO 4 Reasoning (SRA)	3	1	2	0	0	0	0	0	1	0	1	1	1	1	1	1	1	0	2	2	1	1	2	1	1	1	0	0	1	1	0	2	0	1	0	0	P F F P
8B. Comprehension of Information																																					
ANALYSIS OF LEARNING POTENTIAL - PRIMARY II BATTERY Arithmetic Composite Prognostic Score (HBJ)	2	1	1	0	0	1	0	0	1	0	1	1	1	1	1	1	1	0	2	2	1	0	2	1	1	0	0	1	1	1	0	2	2	1	3	2	P F F F
ANALYSIS OF LEARNING POTENTIAL - PRIMARY II BATTERY General Composite Score (HBJ)	2	2	1	0	0	2	2	0	1	0	1	1	1	1	1	1	1	0	2	2	1	0	2	1	1	0	0	1	1	1	0	3	2	1	3	2	F F F F
ANALYSIS OF LEARNING POTENTIAL - PRIMARY II BATTERY Index of Learning Potential Score (HBJ)	2	2	1	0	0	1	2	0	1	0	1	1	1	1	1	1	1	0	2	2	1	0	2	1	1	0	1	1	1	1	0	3	2	1	3	2	F F F F
ANALYSIS OF LEARNING POTENTIAL - PRIMARY II BATTERY Reading Composite Prognostic Score (HBJ)	2	1	2	0	0	1	0	0	1	0	1	1	1	1	1	1	1	1	2	2	1	0	2	1	1	0	0	1	1	1	0	3	2	1	3	2	P F F F
ASSESSMENT OF CHILDREN'S LANGUAGE COMPREHENSION Two Critical Elements (CPP)	1	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	1	1	2	0	0	0	0	0	0	1	0	0	0	0	0	0	P G P P
ASSESSMENT OF CHILDREN'S LANGUAGE COMPREHENSION Three Critical Elements (CPP)	1	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	1	1	2	0	0	0	0	0	0	1	0	0	0	0	0	0	P G P P
ASSESSMENT OF CHILDREN'S LANGUAGE COMPREHENSION Four Critical Elements (CPP)	1	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	1	1	2	0	0	0	0	0	0	1	0	0	0	0	0	0	P G P P
ASSESSMENT OF CHILDREN'S LANGUAGE COMPREHENSION Vocabulary (CPP)	1	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	1	1	2	0	0	0	0	0	0	1	0	0	0	0	0	0	P G P P
BABCOCK TEST OF MENTAL EFFICIENCY Verbal Timed (WPS)	0	1	1	0	0	0	0	0	0	0	1	0	1	1	0	1	1	1	0	0	0	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	P P P P
BABCOCK TEST OF MENTAL EFFICIENCY Verbal Untimed (WPS)	0	1	2	0	0	0	0	0	0	0	1	0	1	0	0	1	1	1	0	0	0	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	P P P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
BOEHM TEST OF BASIC CONCEPTS (PC)	3	1	2	0	0	0	0	1	1	1	1	1	1	1	1	1	1	1	2	1	1	0	2	1	1	1	0	0	1	2	0	3	3	1	0	1	P G F F
CALIFORNIA SHORT-FORM TEST OF MENTAL MATURITY - LEVEL 1 Language (CTB)	2	1	1	0	0	2	0	0	1	0	1	1	1	1	1	0	1	1	2	1	1	0	2	1	1	1	1	1	1	1	1	2	1	1	1	2	P F F F
CALIFORNIA SHORT-FORM TEST OF MENTAL MATURITY - LEVEL 1 Numerical Reasoning (CTB)	2	1	1	0	0	0	0	0	2	0	1	1	1	1	0	1	1	1	2	1	1	1	2	1	1	1	1	1	1	0	0	0	0	1	1	2	P F F P
CALIFORNIA SHORT-FORM TEST OF MENTAL MATURITY - LEVEL 1 Verbal Concepts (CTB)	2	1	2	0	0	0	0	0	1	0	1	1	1	1	1	0	1	1	2	1	1	1	2	1	1	1	1	1	1	0	0	0	0	1	0	2	P F F P
CALIFORNIA TEST OF MENTAL MATURITY - LEVEL 1 Language (CTB)	2	1	1	0	0	0	0	0	1	0	1	1	1	1	0	0	1	1	2	1	1	0	2	1	1	1	1	1	1	1	0	0	0	1	3	2	P F F P
CALIFORNIA TEST OF MENTAL MATURITY - LEVEL 1 Verbal Concepts (CTB)	2	1	2	0	0	0	0	0	1	0	1	1	1	1	1	0	1	1	2	1	1	1	2	1	1	1	1	1	1	1	0	0	0	1	2	2	P F G P
CANADIAN COGNITIVE ABILITIES TEST - PRIMARY 1 (TNS)	1	1	1	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	1	1	0	2	1	1	1	1	0	1	1	0	0	0	0	3	2	P F F P
CANADIAN COGNITIVE ABILITIES TEST - PRIMARY 2 (TNS)	1	1	1	0	0	0	0	0	1	0	1	1	1	1	1	0	1	1	2	2	1	0	2	1	1	1	1	0	1	1	0	3	0	0	3	2	P F F F
COOPERATIVE INTER-AMERICAN TESTS, TESTS OF GENERAL ABILITY: PRIMARY Association (GTA)	0	1	2	0	0	0	0	1	1	0	1	1	1	1	1	0	1	0	2	2	1	1	2	0	0	0	0	0	1	0	0	0	0	1	0	0	P F P P
COOPERATIVE INTER-AMERICAN TESTS, TESTS OF GENERAL ABILITY: PRIMARY Oral Vocabulary (GTA)	0	1	2	0	0	0	0	1	1	0	1	1	1	1	1	0	1	1	2	2	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
COOPERATIVE INTER-AMERICAN TESTS, TESTS OF GENERAL ABILITY: PRIMARY Total (GTA)	0	1	1	0	0	0	0	1	1	0	1	1	1	1	1	0	1	0	2	2	1	0	2	0	1	1	0	0	1	0	0	2	0	0	0	1	P F F P
CRICHTON VOCABULARY SCALE (NFER)	0	0	2	0	0	0	0	0	1	0	1	1	0	0	1	1	1	1	2	0	1	1	0	1	1	0	1	0	1	1	0	0	0	0	3	0	P F P P
DENNIS VOCABULARY TEST (WHD)	0	1	2	0	0	0	0	1	1	0	1	0	0	0	1	0	1	1	2	0	1	1	0	0	0	1	1	0	1	0	0	0	0	0	0	2	P F P P
DETROIT TEST OF LEARNING APTITUDE Orientation (BMC)	0	1	1	0	0	0	0	0	0	0	1	1	1	0	1	1	1	1	2	0	0	1	0	1	1	0	1	0	0	0	0	0	0	0	0	2	P F P P
DETROIT TEST OF LEARNING APTITUDE Pictorial Opposites (BMC)	0	0	2	0	0	0	0	0	1	0	1	1	0	1	0	0	1	1	2	0	0	1	2	1	1	0	1	0	0	0	0	0	0	1	0	2	P F P P
DETROIT TEST OF LEARNING APTITUDE Social Adjustment B (BMC)	0	1	2	0	0	0	0	0	1	0	1	1	0	0	1	1	1	1	2	0	0	1	0	1	1	0	1	0	0	0	0	0	0	0	0	2	P F P P
DETROIT TEST OF LEARNING APTITUDE Verbal Opposites (BMC)	0	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	0	1	0	1	1	0	1	0	0	0	0	0	0	0	0	1	P G P P
DEVELOPMENTAL PROFILE Academic Age (PDP)	1	0	1	0	0	0	0	0	2	1	1	1	0	0	1	1	0	1	2	0	1	0	1	1	0	0	1	0	1	0	0	0	0	0	0	0	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent / Factorial	Experimental / Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
DEVELOPMENTAL PROFILE Social Age (PDP)	1	0	1	0	0	0	0	0	2	1	1	1	0	0	1	1	0	1	2	0	1	0	1	1	0	0	1	0	1	0	0	0	0	0	0	0	P F P P
DOS AMIGOS VERBAL LANGUAGE SCALES English (ATP)	2	1	2	0	0	0	0	0	1	0	1	1	0	0	1	1	1	1	2	0	0	1	0	1	1	0	1	0	1	1	0	0	0	0	3	2	P F P P
DURRELL LISTENING - READING SERIES: PRIMARY LEVEL Listening Test Total (HBJ)	3	1	1	0	0	0	0	0	1	0	1	1	1	0	0	0	1	1	1	2	1	0	2	1	1	1	1	1	1	2	0	3	0	0	1	2	P P G P
DURRELL LISTENING - READING SERIES: PRIMARY LEVEL Listening Test Vocabulary (HBJ)	3	1	2	0	0	1	0	0	1	0	1	1	1	1	0	0	1	1	1	2	1	0	2	1	1	1	1	1	1	2	0	3	0	0	2	2	P F G P
EARLY PRIMARY SURVEY TEST Language (SFC)	3	1	1	0	2	0	0	1	2	1	1	1	1	1	1	1	1	1	2	2	1	0	2	1	1	1	0	1	1	1	0	3	0	0	0	2	P G F P
EARLY SCHOOL PERSONALITY QUESTIONNAIRE Dull vs. Bright (IPAT)	1	1	2	0	0	0	0	0	1	0	1	1	1	1	0	0	0	1	2	1	1	0	2	1	0	1	1	0	1	1	0	0	0	0	1	1	P F F P
EDUCATIONAL DEVELOPMENT SERIES - LOWER PRIMARY Total Ability (STS)	0	1	1	0	0	0	0	1	0	0	1	1	1	1	1	1	1	0	2	2	1	0	2	1	1	1	0	0	1	0	0	2	0	1	0	2	P F F P
EDUCATIONAL DEVELOPMENT SERIES - LOWER PRIMARY Verbal (STS)	0	1	2	0	0	0	0	1	1	0	1	1	1	1	1	1	1	0	2	2	1	0	2	1	1	1	0	0	1	0	0	2	0	1	0	2	P F F P
FULL-RANGE PICTURE VOCABULARY TEST (PTS)	0	1	2	0	0	0	0	0	1	0	1	0	0	0	1	0	1	1	1	0	1	0	0	0	1	1	1	0	0	0	0	0	0	0	3	2	P P P P
GESELL DEVELOPMENTAL KIT Initial Interview (WPS)	0	0	1	0	1	0	0	0	0	0	0	0	1	0	0	1	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
GESELL DEVELOPMENTAL KIT Right and Left Naming Parts of Body (WPS)	1	0	2	0	1	0	0	0	2	1	1	1	1	0	1	1	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P G P P
GILLILAND LEARNING POTENTIAL EXAMINATION Non Cultural and Non Reading (MRP)	0	2	1	0	0	0	0	0	1	0	0	0	0	0	0	0	1	0	2	2	1	0	1	0	1	0	1	0	1	0	0	0	0	0	0	1	P P P P
GILLILAND LEARNING POTENTIAL EXAMINATION Predicted Comprehension (MRP)	0	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	1	0	2	2	1	1	1	0	1	0	1	0	1	0	0	0	0	0	1	1	P P F P
GILLILAND LEARNING POTENTIAL EXAMINATION Primary (MRP)	0	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	1	0	2	2	1	1	1	0	1	0	1	0	1	0	0	0	0	0	1	1	P P F P
GILLILAND LEARNING POTENTIAL EXAMINATION Quick Score (MRP)	0	2	1	0	0	0	0	0	1	0	0	0	0	0	0	0	1	0	2	2	1	0	1	0	1	0	1	0	1	0	0	0	0	0	0	1	P P P P
GILLILAND LEARNING POTENTIAL EXAMINATION Total Test (MRP)	0	2	1	0	0	0	0	0	1	0	0	0	0	0	0	0	1	0	2	0	1	0	1	0	1	0	1	0	1	0	0	0	0	0	0	1	P P P P
HENMON-NELSON TESTS OF MENTAL ABILITY - PRIMARY (HMC)	1	1	1	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	2	1	0	2	1	1	1	1	1	1	1	0	2	0	1	3	2	P G G F
ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES, REVISED Auditory Reception (WPS)	1	0	2	1	1	0	0	0	0	0	1	0	0	1	1	1	1	1	2	0	0	1	0	1	0	1	1	0	0	1	0	3	0	0	1	2	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES, REVISED Composite (WPS)	1	1	0	1	1	1	0	0	1	0	1	0	0	0	1	0	1	1	1	0	0	0	0	1	0	1	1	0	0	1	0	2	0	0	3	2	P P P P
ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES, REVISED Manual Expression (WPS)	1	1	2	1	1	0	0	0	1	0	1	1	1	1	1	1	1	1	2	0	0	1	0	1	0	1	1	0	0	1	0	2	0	0	1	2	P F P P
ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES, REVISED Verbal Expression (WPS)	1	0	2	1	1	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	0	1	0	1	0	1	1	0	0	1	0	2	0	0	3	2	P G P P
INITIAL LEARNING ASSESSMENT Concept Formation (ATP)	0	0	1	0	0	0	0	0	2	0	1	0	0	0	0	0	1	1	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
INITIAL LEARNING ASSESSMENT Symbolic Development (ATP)	0	0	1	0	0	0	0	0	2	0	1	0	0	0	0	0	1	1	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
IOWA TESTS OF BASIC SKILLS, PRIMARY, FORMS 5 AND 6 - LEVEL 7 Listening (HMC)	3	1	1	0	0	0	0	1	1	1	1	1	1	0	1	0	1	1	2	2	1	1	2	1	1	0	1	0	1	1	0	0	0	0	2	2	P F F P
IOWA TESTS OF BASIC SKILLS, PRIMARY, FORMS 5 AND 6 - LEVEL 8 Listening (HMC)	3	1	1	0	0	0	0	1	2	2	1	1	0	0	1	0	1	1	2	2	1	1	2	1	1	0	0	0	1	1	0	0	0	0	3	2	P G F P
KAHN TEST OF SYMBOL ARRANGEMENT Naming (PTS)	1	0	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
KAHN TEST OF SYMBOL ARRANGEMENT Objects Over (PTS)	1	0	0	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
KAHN TEST OF SYMBOL ARRANGEMENT Symbol Pattern Score (Number Element) (PTS)	1	0	0	0	0	1	0	0	2	0	1	1	0	0	1	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
McCARTHY SCALES OF CHILDREN'S ABILITIES Verbal (PC)	1	2	1	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	2	0	1	0	0	1	0	1	1	1	0	1	2	3	0	0	3	1	P F P F
MILL HILL VOCABULARY SCALE Oral Definitions Form (NFER)	0	1	2	0	0	0	0	0	0	0	0	1	0	0	1	1	1	1	2	0	0	1	0	0	1	0	1	0	1	0	0	0	0	0	3	0	P P P P
OTIS QUICK-SCORING MENTAL ABILITY TESTS - ALPHA TEST Verbal (HBJ)	1	1	2	0	1	0	0	1	1	0	1	1	1	1	1	0	1	1	1	2	1	0	2	1	1	0	1	0	1	1	0	0	2	1	0	2	P F F P
PEABODY INDIVIDUAL ACHIEVEMENT TEST General Information (AGS)	2	1	2	0	0	0	0	1	1	0	1	1	1	1	1	1	1	1	2	0	1	1	0	1	1	1	1	1	1	1	0	0	0	0	3	2	P G F P
PEABODY INDIVIDUAL ACHIEVEMENT TEST Total Test (AGS)	2	1	0	0	0	0	0	1	1	0	1	1	1	1	1	1	1	1	2	0	1	0	0	1	1	1	1	1	1	1	0	0	0	0	3	2	P G F P
PEABODY PICTURE VOCABULARY TEST (AGS)	3	1	2	0	0	0	0	0	2	2	1	1	1	1	1	1	1	1	2	0	1	1	1	1	1	1	1	0	1	0	1	0	2	0	3	2	P G F F
PICTORIAL TEST OF INTELLIGENCE Information and Comprehension (HMC)	2	1	2	0	1	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	0	1	2	1	1	0	1	1	0	0	0	0	0	1	0	1	P F P P
PICTORIAL TEST OF INTELLIGENCE Picture Vocabulary (HMC)	2	1	2	0	1	0	0	0	1	0	1	1	1	0	1	1	1	1	2	0	0	1	2	1	1	0	1	1	0	0	0	0	0	1	0	1	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent / Factorial	Experimental/ Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
PICTORIAL TEST OF INTELLIGENCE Total Raw Score (HMC)	2	1	0	0	1	0	0	0	1	0	1	1	1	0	1	1	1	1	2	0	0	0	2	1	1	1	1	1	0	0	0	3	0	1	0	1	P F P P
PRESCRIPTIVE TEACHING SERIES Visual-Motor Skills (PEI)	1	0	1	0	0	0	0	0	0	0	0	1	0	0	1	1	0	1	1	0	1	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	P P P P
PRIMARY MENTAL ABILITIES - GRADES 2-4 Total (SRA)	1	1	1	0	0	1	2	1	1	0	0	1	0	1	0	0	1	0	2	1	1	0	2	1	1	1	1	1	1	0	2	0	0	0	3	2	P P F P
PRIMARY MENTAL ABILITIES - GRADES 2-4 Verbal Meaning (SRA)	1	1	2	0	0	1	2	1	1	0	1	1	1	1	1	0	1	1	2	1	1	1	2	1	1	1	1	1	1	0	2	0	0	0	3	2	P F F P
PRIMARY READING PROFILES - LEVEL 1 Aptitude for Reading (HMC)	1	1	1	0	0	0	0	0	1	2	1	1	0	0	1	0	1	1	2	2	1	1	2	1	1	1	0	1	1	1	0	2	0	0	3	2	P F G P
PRIMARY READING PROFILES - LEVEL 2 Aptitude for Reading (HMC)	1	1	1	0	0	1	0	0	0	2	1	1	0	0	1	0	1	1	2	2	1	1	2	1	1	1	0	1	1	1	0	2	0	0	3	2	P F G P
PUBLIC SCHOOL PRIMARY INTELLIGENCE TEST Reading Aptitude Total (BMC)	0	1	1	0	0	0	0	0	1	0	0	0	0	1	0	0	1	0	2	2	1	1	1	0	1	1	0	0	1	1	0	0	0	1	0	2	P P F P
PUBLIC SCHOOL PRIMARY INTELLIGENCE TEST Reading Aptitude Word Information (BMC)	0	1	2	0	0	0	0	0	1	0	1	0	1	1	0	0	1	0	2	2	1	1	1	0	1	1	0	0	1	1	0	0	0	1	0	2	P P F P
PUBLIC SCHOOL PRIMARY INTELLIGENCE TEST Reasoning Missing Parts, Absurdities (BMC)	0	0	2	0	0	0	0	0	1	0	1	1	0	1	0	0	1	0	2	2	1	1	0	0	1	1	0	0	1	1	0	0	0	1	0	2	P P F P
PUBLIC SCHOOL PRIMARY INTELLIGENCE TEST Total (BMC)	0	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1	0	1	2	1	0	0	0	1	1	0	0	1	1	0	0	0	0	0	2	P P P P
QUICK SCREENING SCALE OF MENTAL DEVELOPMENT Speech and Language (PA)	1	0	2	0	0	0	0	0	2	0	1	1	0	0	0	0	1	1	2	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	P F P P
QUICK TEST (PTS)	3	1	2	0	0	0	0	0	0	0	1	1	0	0	1	0	1	1	2	0	0	1	2	0	1	1	1	0	0	1	0	0	0	0	0	0	P P P P
ROSNER PERCEPTUAL SURVEY Rosner-Richman Perceptual Survey General Adjustment Responses (LRDC)	0	0	1	0	0	0	0	0	2	0	0	1	1	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	1	0	0	P F P P
SERIES OF EMERGENCY SCALES - SCALE A (PC)	1	1	2	0	0	0	0	0	1	0	1	1	0	0	1	1	1	1	2	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
SERIES OF EMERGENCY SCALES - SCALE B (PC)	1	1	2	0	0	0	0	0	1	0	1	1	0	0	0	1	1	1	2	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
SERIES OF EMERGENCY SCALES - SCALE C (PC)	1	1	2	0	0	0	0	0	1	0	1	1	0	0	0	1	1	1	2	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
SHORT FORM TEST OF ACADEMIC APTITUDE - LEVEL 1 Language (CTB)	2	1	1	0	0	1	0	1	1	2	1	1	1	1	1	0	1	1	2	2	1	1	2	1	1	1	1	1	1	1	0	2	0	1	3	2	P G G F
SHORT FORM TEST OF ACADEMIC APTITUDE - LEVEL 1 Non-Language (CTB)	2	1	1	0	0	1	0	1	1	2	1	1	1	1	0	1	1	1	2	2	1	1	2	1	1	1	1	1	1	1	0	2	0	1	3	2	P G G F

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent / Factorial	Experimental/ Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpretor		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
SHORT FORM TEST OF ACADEMIC APTITUDE - LEVEL 1 Sequences (CTB)	2	1	2	0	0	1	0	1	2	1	1	1	1	1	1	1	1	1	2	2	1	1	2	1	0	0	0	1	1	1	0	2	0	1	0	0	P G F P
SHORT FORM TEST OF ACADEMIC APTITUDE - LEVEL 1 Total (CTB)	2	2	1	0	0	1	0	1	1	2	1	1	1	1	0	1	1	1	2	2	1	0	2	1	1	1	1	1	1	1	0	3	0	1	3	2	P G G F
SHORT FORM TEST OF ACADEMIC APTITUDE - LEVEL 1 Vocabulary (CTB)	2	1	2	0	0	1	0	1	2	2	1	1	1	1	1	0	1	1	2	2	1	1	2	1	0	0	0	1	1	1	0	2	0	1	0	0	P G F P
SLINGERLAND SCREENING TESTS FOR IDENTIFYING CHILDREN WITH SPECIFIC LANGUAGE DISABILITY - FORM A Teacher Observation and Information Inventory (EPS)	0	0	0	0	0	0	0	0	1	0	1	1	0	0	0	1	1	1	1	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
SLINGERLAND SCREENING TESTS FOR IDENTIFYING CHILDREN WITH SPECIFIC LANGUAGE DISABILITY - FORM B Teacher Observation and Information Inventory (EPS)	0	0	0	0	0	0	0	0	1	0	1	1	0	0	0	1	1	1	1	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
SLOSSON INTELLIGENCE TEST FOR CHILDREN AND ADULTS (SEP)	1	1	1	0	0	2	0	1	2	0	1	1	1	0	1	1	1	1	2	0	1	1	0	1	1	1	1	0	1	1	0	0	0	0	0	2	P G F P
STANFORD ACHIEVEMENT TEST - PRIMARY LEVEL I Total Auditory (HBJ)	3	1	1	0	0	2	0	0	1	0	1	1	1	1	0	0	1	1	2	2	1	0	2	1	1	1	0	1	1	0	0	0	0	0	3	2	P F F P
STANFORD ACHIEVEMENT TEST - PRIMARY LEVEL I Vocabulary (HBJ)	3	1	2	0	0	1	0	0	1	0	1	1	1	1	1	1	1	1	2	2	1	0	2	1	1	1	0	1	1	2	0	2	0	1	1	2	P F G P
STANFORD ACHIEVEMENT TEST - PRIMARY LEVEL II Vocabulary (HBJ)	3	1	2	0	0	0	0	1	2	2	1	1	1	1	1	1	1	1	2	2	1	0	2	1	1	1	0	1	1	2	0	0	0	1	2	2	P G G P
STANFORD-BINET INTELLIGENCE SCALE (HMC)	2	2	1	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	2	0	0	0	0	1	1	1	1	1	0	0	0	0	0	0	3	2	P F P P
TERRITORIAL DECENTRATION TEST Territorial Inclusion Using Props (JPS)	2	0	2	0	0	0	0	0	1	0	1	1	0	0	0	0	1	1	0	0	1	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P P P P
TERRITORIAL DECENTRATION TEST Territorial Inclusion Using Written Symbols (JPS)	2	0	2	0	0	0	0	0	1	0	1	1	0	0	0	0	1	1	0	0	1	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P P P P
TERRITORIAL DECENTRATION TEST Verbal Territorial Identification (JPS)	2	0	2	0	0	0	0	0	1	0	1	1	0	0	0	0	1	1	2	0	1	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P P P P
TERRITORIAL DECENTRATION TEST Verbal Territorial Relationship (JPS)	2	0	2	0	0	0	0	0	1	0	1	1	0	0	0	0	1	1	2	0	1	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P P P P
TEST OF GENERAL ABILITY, INTER-AMERICAN SERIES: LEVEL 2 Total (GTA)	1	1	1	0	0	2	0	1	2	0	1	1	1	1	1	0	1	0	2	2	1	0	2	0	1	0	0	0	1	0	0	0	2	0	3	1	P F P P
TEST OF GENERAL ABILITY, INTER-AMERICAN SERIES: LEVEL 2 Verbal - Numerical (GTA)	1	1	1	0	0	1	0	1	2	0	1	1	1	1	1	0	1	1	2	2	1	1	2	0	1	0	0	0	1	0	0	0	2	0	3	1	P G F P
TESTS OF GENERAL ABILITY - GRADES K TO 2 Information (SRA)	3	1	1	0	0	0	0	0	1	0	1	1	1	1	1	0	1	1	2	2	1	0	2	1	1	1	0	0	1	1	0	1	0	1	0	2	P F F P
TESTS OF GENERAL ABILITY - GRADES 2 TO 4 Information (SRA)	3	1	1	0	0	0	0	0	1	0	1	1	1	1	1	0	1	1	2	2	1	0	2	1	1	1	0	0	1	1	0	2	0	1	0	0	P F F P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
UTAH TEST OF LANGUAGE DEVELOPMENT (CRA)	0	0	1	0	0	0	0	0	2	0	1	1	1	0	0	0	1	1	2	0	1	0	0	1	0	1	1	0	0	0	0	0	0	0	0	2	P F P P
VERBAL LANGUAGE DEVELOPMENT SCALE (AGS)	1	1	0	0	1	0	0	0	1	0	1	1	0	0	1	1	1	1	2	0	1	1	0	1	0	1	1	0	1	0	0	0	0	0	0	2	P F P P
WECHSLER INTELLIGENCE SCALE FOR CHILDREN - REVISED Comprehension (PC)	1	1	2	1	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	0	1	0	1	1	0	1	1	0	0	2	2	0	0	3	2	P F P F
WECHSLER INTELLIGENCE SCALE FOR CHILDREN - REVISED Information (PC)	1	0	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	0	1	0	1	1	0	1	1	0	0	2	2	0	0	3	2	P F P F
WECHSLER INTELLIGENCE SCALE FOR CHILDREN - REVISED Picture Arrangement (PC)	1	1	2	0	0	0	0	0	2	0	1	1	1	1	1	0	1	1	1	0	0	1	1	1	1	0	1	1	0	0	2	2	0	1	3	1	P F P F
WECHSLER INTELLIGENCE SCALE FOR CHILDREN - REVISED Picture Completion (PC)	1	0	2	1	0	0	0	0	1	0	1	1	1	0	1	0	1	1	2	0	0	1	2	1	1	0	1	1	0	0	1	2	0	1	3	2	P F P F
WECHSLER INTELLIGENCE SCALE FOR CHILDREN - REVISED Verbal Score (PC)	1	2	0	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	0	0	0	1	1	0	1	1	0	0	2	3	0	0	3	2	P F P F
WECHSLER INTELLIGENCE SCALE FOR CHILDREN - REVISED Vocabulary (PC)	1	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	0	1	0	1	1	0	1	1	0	0	1	2	0	0	3	1	P F P P
WORD DISTANCE SCALE Connotative Distance (IDS)	0	0	2	0	0	0	0	0	2	0	1	1	0	1	1	0	1	1	2	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
WORD DISTANCE SCALE Connotative Strength (IDS)	0	0	2	0	0	0	0	0	2	0	1	1	0	1	1	0	1	1	2	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
WORD DISTANCE SCALE Discrepancy Score (IDS)	0	0	2	0	0	0	0	0	2	0	1	1	0	1	1	0	1	1	2	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
WORD PICTURE IDENTIFICATION (IDS)	0	1	2	0	0	0	0	1	1	0	0	1	1	0	0	0	1	1	2	0	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
8C. Logical Reasoning																																					
ARTHUR ADAPTATION OF THE LEITER INTERNATIONAL PERFORMANCE SCALE (CHS)	0	1	1	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	1	2	0	0	0	1	0	0	0	0	0	0	0	0	0	P F P P
ARTHUR POINT SCALE OF PERFORMANCE TEST, REVISED FORM II Healy Picture Completion Test II (PC)	0	1	2	0	0	0	0	0	1	0	1	1	0	0	1	0	1	1	2	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	2	P F P P
COLOURED PROGRESSIVE MATRICES - SETS A, AB, B (WPS)	3	1	1	0	0	0	0	0	2	2	1	1	1	1	1	1	1	1	2	0	0	0	2	1	1	0	1	0	0	1	0	0	0	0	0	0	P G P P
ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES, REVISED Auditory Association (WPS)	1	1	2	1	1	1	0	0	1	0	1	1	0	1	1	1	1	1	2	0	0	1	0	1	0	1	1	0	0	1	0	2	0	0	3	2	P F P P
ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES, REVISED Visual Association (WPS)	1	0	2	1	1	0	0	0	1	0	1	1	1	1	1	1	1	1	2	0	0	1	2	1	0	1	1	0	0	1	0	2	0	1	3	2	P F P F

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent / Factorial	Experimental/ Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
KUHLMANN-FINCH TESTS - TEST II (AGS)	2	1	1	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	1	1	0	1	1	1	0	0	0	1	0	0	2	0	1	0	2	P G P P
LEITER INTERNATIONAL PERFORMANCE SCALE (CHS)	0	1	1	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	0	2	0	1	0	1	0	0	0	0	0	0	0	3	2	P F P P
PICTURE TEST A (NFER2)	1	1	2	0	0	0	0	0	1	0	1	1	1	1	1	0	1	1	2	2	1	0	2	1	0	1	0	0	1	0	0	3	0	1	0	2	P F F P
PUBLIC SCHOOL PRIMARY INTELLIGENCE TEST Number Information Series Completion (BMC)	0	1	2	0	0	0	0	0	1	0	0	0	1	1	0	0	1	0	1	2	1	1	1	0	1	1	0	0	1	1	0	0	0	1	0	2	P P F P
SHORT FORM TEST OF ACADEMIC APTITUDE - LEVEL 1 Analogies (CTB)		1	2	0	0	1	0	1	1	2	1	0	1	1	0	1	1	1	2	2	1	1	2	1	0	0	0	1	1	1	0	2	0	1	0	0	P G F P
STANDARD PROGRESSIVE MATRICES (PC)	0	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	1	1	0	2	1	1	1	1	1	1	0	0	0	0	0	0	0	P G F P
WECHSLER INTELLIGENCE SCALE FOR CHILDREN - REVISED Similarities (PC)	1	0	2	1	0	0	0	0	[illegible]	0	1	1	1	1	1	1	1	1	2	0	0	1	0	1	1	0	1	1	0	0	2	2	0	0	3	2	P G P F
WOODCOCK READING MASTERY TESTS Word Comprehension (AGS)	2	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	1	1	0	1	1	0	1	1	0	1	0	3	2	0	0	2	P G P P
8D. Spatial Reasoning																																					
ARTHUR POINT SCALE OF PERFORMANCE TEST, REVISED FORM II Arthur Stencil Design Test I (PC)	0	1	2	0	0	0	0	0	1	0	1	1	0	1	1	1	1	1	2	0	0	0	1	0	0	0	1	0	0	0	0	0	0	0	0	2	P F P P
ARTHUR POINT SCALE OF PERFORMANCE TEST, REVISED FORM II Porteus Maze Test (Arthur Revision) (PC)	0	1	2	0	0	0	0	0	2	[illegible]	1	1	0	1	1	1	1	1	2	0	0	1	0	0	0	0	1	0	0	0	0	0	0	0	0	2	P F P P
AYRES SPACE TEST (WPS)	2	1	2	1	1	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	0	0	1	1	0	0	1	0	0	1	0	2	0	0	0	2	P G P P
CALIFORNIA TEST OF MENTAL MATURITY - LEVEL 1 Spatial Relationships (CTB)	2	1	1	0	0	0	0	0	2	0	1	1	1	1	1	1	1	0	2	1	1	1	2	1	1	1	1	1	1	1	0	0	0	1	1	2	P F G P
DETROIT TEST OF LEARNING APTITUDE Disarranged Pictures (BMC)	0	1	2	0	0	0	0	0	1	0	1	1	1	1	0	0	1	0	1	0	0	1	1	1	1	1	1	0	0	0	0	0	0	1	0	2	P P P P
ELIZUR TEST OF PSYCHO-ORGANICITY: CHILDREN AND ADULTS Blocks, Children's Form (WPS)	1	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	0	1	1	1	0	0	0	0	0	2	0	0	0	1	0	0	P G P P
HISKEY-NEBRASKA TEST OF LEARNING APTITUDE Block Patterns (MSH)	2	1	2	0	0	0	0	0	1	0	1	1	1	0	1	1	1	0	2	0	0	1	1	1	0	1	1	0	0	0	0	0	0	1	0	2	P F P P
PACIFIC DESIGN CONSTRUCTION TEST (ACER)	2	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	1	1	2	1	0	1	0	0	1	0	0	0	0	1	0	0	P G P P
PORTEUS MAZE TESTS Mental Age Score (PC)	1	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	0	1	1	1	1	0	1	1	0	1	0	0	0	0	0	0	1	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustrations & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
PRIMARY MENTAL ABILITIES - GRADES 2-4 Spatial Relations (SRA)	1	1	2	0	0	1	2	1	1	0	1	1	0	1	1	1	1	0	2	1	1	1	2	1	1	1	1	1	1	0	2	0	0	1	3	2	P F F F
ROSNER PERCEPTUAL SURVEY Optometric Subscales Split Form Board (LRDC)	0	0	2	0	0	0	0	0	2	0	1	1	0	0	0	0	1	1	2	0	0	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
SOUTHERN CALIFORNIA SENSORY INTEGRATION TESTS Space Visualization Accuracy Score (WPS)	1	0	2	0	0	0	0	0	2	0	1	0	0	1	1	1	0	1	2	0	0	1	2	0	0	1	1	0	0	0	0	0	0	0	0	1	P F P P
SOUTHERN CALIFORNIA SENSORY INTEGRATION TESTS Space Visualization Adjusted Score (WPS)	1	0	2	0	0	0	0	0	2	0	1	0	0	1	1	1	0	1	2	0	0	1	1	0	0	1	1	0	0	0	0	0	0	0	0	1	P F P P
STENCIL DESIGN TEST I (PC)	1	1	2	0	0	0	0	1	2	0	1	1	0	1	1	1	1	1	2	0	1	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0	P G P P
WECHSLER INTELLIGENCE SCALE FOR CHILDREN - REVISED Block Design (PC)	1	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	0	1	1	0	0	2	2	0	1	3	1	P F P F
WECHSLER INTELLIGENCE SCALE FOR CHILDREN - REVISED Mazes (PC)	1	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	0	1	1	0	0	1	2	0	1	3	2	P F P F
WECHSLER INTELLIGENCE SCALE FOR CHILDREN - REVISED Object Assembly (PC)	1	1	2	1	0	0	0	0	2	0	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	0	1	1	0	0	2	2	0	1	3	2	P F P F
WECHSLER INTELLIGENCE SCALE FOR CHILDREN - REVISED Performance Score (PC)	1	2	1	0	0	0	0	0	1	0	1	1	1	0	1	0	1	1	1	0	0	0	1	1	1	0	1	1	0	0	2	3	0	1	3	2	P F P F
9. CREATIVITY AND JUDGMENT																																					
BURKS' BEHAVIOR RATING SCALES Poor Intellectuality (AP)	2	0	1	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	0	1	1	1	1	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
KAHN TEST OF SYMBOL ARRANGEMENT Preferences (PTS)	1	0	0	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
9A. Creativity																																					
DETROIT TEST OF LEARNING APTITUDE Free Association (BMC)	0	0	2	0	0	0	0	0	2	0	1	1	0	1	1	1	1	1	2	0	0	1	1	1	1	1	1	0	0	0	0	0	0	1	0	2	P F P P
GESELL DEVELOPMENTAL KIT Naming of Animals (WPS)	0	0	2	0	1	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
SCREENING TESTS TO BE USED BY THE CLASSROOM TEACHER Naming Test (ATP)	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
TEST OF CREATIVE POTENTIAL (M)	3	0	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	0	0	1	1	1	0	0	1	0	0	0	0	0	0	0	P G P P
THINKING CREATIVELY WITH PICTURES Figural Elaboration (PP)	1	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	1	0	0	1	0	0	1	0	1	1	0	0	0	1	0	1	P F P P

ELEMENTARY GOAL	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
TEST NAME	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
THINKING CREATIVELY WITH PICTURES Figural Flexibility (PP)	1	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	1	0	0	1	0	0	1	0	1	1	0	0	0	1	0	1	P F P P
THINKING CREATIVELY WITH PICTURES Figural Fluency (PP)	1	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	1	0	0	1	0	0	1	0	1	1	0	0	0	1	0	1	P F P P
THINKING CREATIVELY WITH PICTURES Figural Originality (PP)	1	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	1	0	0	1	0	0	1	0	1	1	0	0	0	1	0	1	P F P P
THINKING CREATIVELY WITH PICTURES Synthesis (PP)	1	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
THINKING CREATIVELY WITH PICTURES Title Originality (PP)	1	0	2	0	0	0	0	0	0	0	1	1	1	0	1	1	1	1	1	1	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
THINKING CREATIVELY WITH PICTURES Total (PP)	1	2	2	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	1	1	1	0	0	1	0	0	0	0	0	1	0	0	0	0	0	0	P F P P
THINKING CREATIVELY WITH PICTURES Unusual Visual Perspective (PP)	1	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
THINKING CREATIVELY WITH WORDS Total (PP)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	0	0	1	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
THINKING CREATIVELY WITH WORDS Verbal Elaboration (PP)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	0	1	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
THINKING CREATIVELY WITH WORDS Verbal Flexibility (PP)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	0	0	1	0	0	1	0	1	1	0	0	0	0	0	1	P F P P
THINKING CREATIVELY WITH WORDS Verbal Fluency (PP)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	0	0	1	0	0	1	0	1	1	0	0	0	0	0	1	P F P P
THINKING CREATIVELY WITH WORDS Verbal Originality (PP)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	0	0	1	0	0	1	0	1	1	0	0	0	0	0	1	P F P P
THREE-DIMENSIONAL TEST FOR VISUALIZATION SKILL Level III - Image Transformation (ATP)	0	0	1	0	0	0	0	0	1	0	1	0	0	0	0	1	0	1	1	2	1	1	0	0	0	0	0	0	1	2	0	0	0	0	0	0	P P P P
THREE-DIMENSIONAL TEST FOR VISUALIZATION SKILL Total (ATP)	0	0	1	0	0	0	0	0	1	0	1	0	0	0	0	1	0	1	1	2	1	1	0	0	0	0	0	0	1	2	0	0	0	0	0	0	P P P P
VERBAL FLUENCY TEST - GRADES 1-5 Rhyming (IDS)	0	0	2	0	0	0	0	0	2	0	1	1	1	1	0	0	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
VERBAL FLUENCY TEST - GRADES 1-5 Sentence Fluency (IDS)	0	0	2	0	0	0	0	0	2	0	1	1	1	1	0	0	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
VERBAL FLUENCY TEST - GRADES 1-5 Word Knowledge (IDS)	0	0	2	0	0	0	0	0	2	0	1	1	1	1	0	0	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
WORD ASSOCIATION TEST (IDS)	0	0	2	0	0	0	0	1	2	0	1	1	1	1	0	0	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER-SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Explanational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test-Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-P
9B. Evaluative Judgment																																					
DETROIT TEST OF LEARNING APTITUDE Pictorial Absurdities (BMC)	0	0	2	0	0	0	0	0	1	0	1	1	1	0	0	0	1	1	2	0	0	1	0	1	1	0	1	0	0	0	0	0	0	0	0	2	P F P P
DETROIT TEST OF LEARNING APTITUDE Verbal Absurdities (BMC)	0	0	2	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	2	0	0	1	0	1	1	0	1	0	0	0	0	0	0	0	0	2	P F P P
HARTMAN VALUE PROFILE - AXIOGRAM (RC)	2	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	[illegible]	0	0	P P P P
HISKEY-NEBRASKA TEST OF LEARNING APTITUDE Completion of Drawings (MSH)	2	0	2	0	0	0	0	0	1	0	1	1	1	0	1	0	1	1	2	0	0	1	1	1	0	1	1	0	0	0	0	0	0	1	0	1	P F P P
10. MEMORY																																					
BABCOCK TEST OF MENTAL EFFICIENCY Easy Tests (WPS)	0	1	2	0	0	0	0	0	1	0	1	1	1	0	0	1	1	1	2	0	0	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	P F P P
BABCOCK TEST OF MENTAL EFFICIENCY Initial Learning (WPS)	0	1	2	0	0	0	0	0	0	0	1	1	1	0	0	1	1	1	2	0	0	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	P F P P
BABCOCK TEST OF MENTAL EFFICIENCY Recall and Recognition (WPS)	0	1	2	0	0	0	0	0	0	0	1	1	0	0	0	1	1	1	2	0	0	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	P P P P
BABCOCK TEST OF MENTAL EFFICIENCY Repetition (WPS)	0	1	2	0	0	0	0	0	0	0	1	0	0	0	0	1	1	1	2	0	0	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	P P P P
BABCOCK TEST OF MENTAL EFFICIENCY Total Mental Efficiency Score (WPS)	0	2	1	0	0	0	0	0	0	0	1	0	0	0	0	1	1	1	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	P P P P
CALIFORNIA TEST OF MENTAL MATURITY - LEVEL 1 Memory (CTB)	2	1	2	0	0	0	0	0	2	0	1	1	1	1	0	0	1	1	1	1	1	1	2	1	1	1	1	1	1	1	0	0	0	1	1	2	P F G P
SYMPTOMATOLOGY AND IDENTIFICATION OF A CHILD WITH LEARNING DISABILITIES Memory and Thinking (PI)	0	0	1	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
10A. Rote Memory																																					
ARTHUR POINT SCALE OF PERFORMANCE TEST, REVISED FORM II Knox Cube Test (Arthur Revision) (PC)	0	1	2	0	0	0	0	0	2	0	1	0	0	0	1	1	1	1	2	0	0	1	1	0	0	0	1	0	0	0	0	0	0	0	0	2	P F P P
AUDITORY MEMORY SPAN TEST (LRA)	3	1	2	0	1	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	1	1	2	1	0	1	1	0	1	3	0	0	0	0	0	0	P G F P
AUDITORY POINTING TEST Last Item (ATP)	2	0	2	0	1	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	1	1	1	1	1	1	1	0	1	1	0	0	0	0	3	2	P F F P
AUDITORY POINTING TEST Sequence (ATP)	2	1	2	0	1	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	1	1	1	1	1	1	1	0	1	2	0	0	0	0	3	2	P F F P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
AUDITORY POINTING TEST Span (ATP)	2	0	2	0	1	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	1	1	1	1	1	1	1	0	1	2	0	0	0	0	3	2	P F F P
AUDITORY POINTING TEST Total (ATP)	3	1	2	0	1	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	1	1	1	1	1	1	1	0	1	2	0	0	0	0	3	2	P F F P
AUDITORY SEQUENTIAL MEMORY TEST (LRA)	2	1	2	0	1	1	0	0	2	0	1	1	1	1	1	1	1	1	2	0	1	1	2	1	0	1	1	0	1	2	0	0	0	0	0	0	P G F P
BABCOCK TEST OF MENTAL EFFICIENCY Easy Continuous Work (WPS)	0	1	1	0	0	0	0	0	0	0	1	0	1	0	0	1	1	1	2	0	0	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	P P P P
BABCOCK TEST OF MENTAL EFFICIENCY Recognition (WPS)	0	1	2	0	0	0	0	0	0	0	1	0	0	0	1	1	1	1	2	0	0	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	P P P P
DETROIT TEST OF LEARNING APTITUDE Auditory Attention Span for Unrelated Words (BMC)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	0	1	1	1	1	0	1	0	0	0	0	0	0	0	0	2	P F P P
DETROIT TEST OF LEARNING APTITUDE Memory for Designs (BMC)	0	1	1	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	0	1	0	1	1	0	1	0	0	0	0	0	0	0	0	2	P F P P
DETROIT TEST OF LEARNING APTITUDE Visual Attention Span for Letters (BMC)	0	1	2	0	0	0	0	0	2	0	0	1	1	0	0	1	1	1	2	0	0	1	1	1	1	0	1	0	0	0	0	0	0	0	0	2	P F P P
DETROIT TEST OF LEARNING APTITUDE Visual Attention Span for Objects (BMC)	0	1	2	0	0	0	0	0	1	0	1	1	1	0	0	0	1	1	2	0	0	1	0	1	1	0	1	0	0	0	0	0	0	0	0	2	P F P P
DIAGNOSTIC READING TEST Visual Skills A Test of Visual Perception and Visual Memory (MPC)	0	1	2	0	0	0	0	0	2	0	1	0	0	0	0	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DURRELL ANALYSIS OF READING DIFFICULTY Visual Memory of Words - Primary (HBJ)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
ELIZUR TEST OF PSYCHO-ORGANICITY: CHILDREN AND ADULTS Digits, Children's Form (WPS)	1	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	0	1	1	1	0	0	0	0	0	2	0	0	0	1	0	0	P F P P
ELIZUR TEST OF PSYCHO-ORGANICITY: CHILDREN AND ADULTS Drawings, Children's Form (WPS)	1	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	0	1	0	1	0	0	0	0	0	2	0	0	0	1	0	0	P F P P
GESELL DEVELOPMENTAL KIT Monroe Visual Tests Visual Three (WPS)	0	1	1	0	1	0	0	0	1	1	1	0	0	0	1	1	1	1	1	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
GILLILAND LEARNING POTENTIAL EXAMINATION Visual Memory (MRP)	0	1	2	0	0	0	0	0	2	0	1	1	0	0	0	0	1	1	1	2	1	1	0	0	1	1	1	0	1	0	0	0	0	0	0	0	P P F P
HISKEY-NEBRASKA TEST OF LEARNING APTITUDE Bead Patterns (MSH)	2	1	1	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	1	0	0	1	1	1	0	1	1	0	0	0	0	0	0	1	0	2	P F P P
HISKEY-NEBRASKA TEST OF LEARNING APTITUDE Memory for Color (MSH)	2	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	0	1	2	1	0	1	1	0	0	0	0	0	0	1	0	2	P F P P
HISKEY-NEBRASKA TEST OF LEARNING APTITUDE Paper Folding (MSH)	2	1	2	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	1	0	0	1	1	1	0	1	1	0	0	0	0	0	0	0	0	1	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range	0-2	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	[illegible]	0-3	0-3	0-3	0-1	0-3	0-2	[illegible]
HISKEY-NEBRASKA TEST OF LEARNING APTITUDE Total (MSH)	2	2	1	0	0	1	0	0	1	0	1	1	0	0	1	0	1	0	1	0	0	0	1	1	1	0	1	0	0	0	0	0	0	0	0	2	P P P P
HISKEY-NEBRASKA TEST OF LEARNING APTITUDE Visual Attention Span (MSH)	2	1	2	0	0	0	0	[illegible]	1	0	1	1	0	0	1	1	1	1	2	0	0	1	2	1	0	1	1	0	0	0	0	0	0	0	0	2	P F P P
ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES, REVISED Auditory Sequential Memory (WPS)	1	1	2	1	1	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	0	1	2	1	0	1	1	0	0	1	0	2	0	1	3	2	P G P F
ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES, REVISED Visual Sequential Memory (WPS)	1	1	2	1	1	0	0	0	1	0	1	1	1	1	1	1	1	1	2	0	0	1	1	1	0	1	1	0	0	1	0	1	0	0	3	2	P F P P
KAHN TEST OF SYMBOL ARRANGEMENT Direction (PTS)	1	0	0	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P [illegible] P P
KAHN TEST OF SYMBOL ARRANGEMENT Recall Actual Number Credited (PTS)	1	0	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	P [illegible] P P
LEARNING METHODS TEST Combination Method Delayed Recall (MSI)	2	0	2	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	1	0	[illegible]	0	0	0	0	0	1	2	0	0	0	0	0	0	P F P P
LEARNING METHODS TEST Combination Method Immediate Recall (MSI)	2	0	2	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	1	0	2	0	0	0	0	0	1	2	0	0	0	0	0	0	P F P P
LEARNING METHODS TEST Kinesthetic Method Delayed Recall (MSI)	2	0	2	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	[illegible]	0	2	0	0	0	0	0	1	2	0	0	0	0	0	0	P F P P
LEARNING METHODS TEST Kinesthetic Method Immediate Recall (MSI)	2	0	2	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	1	0	2	0	0	0	0	0	1	2	0	0	0	0	0	0	P F P P
LEARNING METHODS TEST Phonic Method Delayed Recall (MSI)	2	0	2	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	1	0	2	0	0	0	0	0	1	2	0	0	0	0	0	0	P F P P
LEARNING METHODS TEST Phonic Method Immediate Recall (MSI)	2	0	2	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	1	0	2	0	0	0	0	0	1	2	0	0	0	0	0	0	P F P P
LEARNING METHODS TEST Visual Method Delayed Recall (MSI)	2	0	2	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	1	0	2	0	0	0	0	0	1	2	0	0	0	0	0	0	P F P P
LEARNING METHODS TEST Visual Method Immediate Recall (MSI)	2	0	2	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	1	0	2	0	0	0	0	0	1	2	0	0	0	0	0	0	P F P P
McCARTHY SCALES OF CHILDREN'S ABILITIES Memory (PC)	1	2	1	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	2	0	1	0	0	1	0	1	1	1	0	1	2	0	0	0	3	2	P F P P
McCARTHY SCALES OF CHILDREN'S ABILITIES Quantitative (PC)	1	1	1	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	0	1	1	0	1	1	1	0	1	2	2	0	0	3	2	P F P F
PHONEME TEST (IDS)	0	0	2	0	0	0	0	1	2	0	0	1	1	1	0	0	0	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
PICTORIAL TEST OF INTELLIGENCE Immediate Recall (HMC)	2	1	2	1	1	0	0	0	1	0	1	1	1	0	1	1	1	1	2	0	0	1	2	1	1	0	1	1	0	0	0	0	0	1	0	1	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	Gu-a
SCREENING TEST FOR AUDITORY PERCEPTION Part IV (ATP)	0	0	2	0	0	0	0	1	2	0	1	1	1	1	1	1	0	1	1	2	1	1	2	1	1	1	1	0	1	0	0	0	0	0	0	2	P F F P
SLINGERLAND SCREENING TESTS FOR IDENTIFYING CHILDREN WITH SPECIFIC LANGUAGE DISABILITY - FORM A Auditory Recall - Letters (EPS)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	2	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
SLINGERLAND SCREENING TESTS FOR IDENTIFYING CHILDREN WITH SPECIFIC LANGUAGE DISABILITY - FORM A Auditory Recall - Numbers (EPS)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	2	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
SLINGERLAND SCREENING TESTS FOR IDENTIFYING CHILDREN WITH SPECIFIC LANGUAGE DISABILITY - FORM A Auditory Recall - Spelling (EPS)	0	[illegible]	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	2	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
SLINGERLAND SCREENING TESTS FOR IDENTIFYING CHILDREN WITH SPECIFIC LANGUAGE DISABILITY - FORM A Visual Perception Memory (EPS)	0	1	2	0	0	0	0	0	2	0	1	1	0	0	0	1	1	1	1	2	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
SLINGERLAND SCREENING TESTS FOR IDENTIFYING CHILDREN WITH SPECIFIC LANGUAGE DISABILITY - FORM A Visual Perception Memory - Kinesthetic (EPS)	0	1	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	2	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
SLINGERLAND SCREENING TESTS FOR IDENTIFYING CHILDREN WITH SPECIFIC LANGUAGE DISABILITY - FORM A Visual-Auditory Total (EPS)	0	1	1	0	0	0	0	0	2	0	1	1	0	0	0	1	1	1	1	2	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
SLINGERLAND SCREENING TESTS FOR IDENTIFYING CHILDREN WITH SPECIFIC LANGUAGE DISABILITY - FORM B Auditory Recall - Letters (EPS)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	2	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
SLINGERLAND SCREENING TESTS FOR IDENTIFYING CHILDREN WITH SPECIFIC LANGUAGE DISABILITY - FORM B Auditory Recall - Numbers (EPS)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	2	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
SLINGERLAND SCREENING TESTS FOR IDENTIFYING CHILDREN WITH SPECIFIC LANGUAGE DISABILITY - FORM B Auditory Recall - Spelling (EPS)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	2	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
SLINGERLAND SCREENING TESTS FOR IDENTIFYING CHILDREN WITH SPECIFIC LANGUAGE DISABILITY - FORM B Visual Perception Memory (EPS)	0	1	1	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	2	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
SLINGERLAND SCREENING TESTS FOR IDENTIFYING CHILDREN WITH SPECIFIC LANGUAGE DISABILITY - FORM B Visual Perception Memory - Kinesthetic (EPS)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	2	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
SLINGERLAND SCREENING TESTS FOR IDENTIFYING CHILDREN WITH SPECIFIC LANGUAGE DISABILITY - FORM B Visual-Auditory Total (EPS)	0	1	1	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	1	2	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
SPATIAL ORIENTATION MEMORY TEST (LRA)	2	0	2	0	1	1	0	0	2	0	1	1	1	1	1	1	1	1	2	0	1	1	1	1	0	1	1	0	1	1	0	1	0	0	2	0	P G F P
THREE-DIMENSIONAL TEST FOR VISUALIZATION SKILL Level II Total (ATP)	0	1	1	0	0	0	0	0	2	0	1	0	0	0	0	1	0	1	1	2	1	1	0	0	0	0	0	0	1	2	0	0	0	0	0	0	P P P P
THREE-DIMENSIONAL TEST FOR VISUALIZATION SKILL Level II Visual Memory (ATP)	0	1	2	0	0	0	0	0	2	0	1	0	0	0	0	1	0	1	1	2	1	1	0	0	0	0	0	0	1	2	0	0	0	0	0	0	P P P P
WECHSLER INTELLIGENCE SCALE FOR CHILDREN - REVISED Digit Span (PC)	1	2	2	1	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	0	1	2	1	1	0	1	1	0	0	2	0	0	0	3	2	P F P P
WORD REPETITION (IDS)	0	1	2	0	0	0	0	1	1	0	1	1	1	1	0	0	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpretor		Test — Retest	Internal Consistency	Alternate Form				
Rating Range	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
10B. Meaningful Memory																																					
CALIFORNIA ACHIEVEMENT TESTS - LEVEL 1 Language Auding (CTB)	3	1	2	0	0	1	0	1	1	1	1	1	0	0	1	1	0	1	2	2	1	1	2	0	1	1	0	1	1	2	0	2	1	1	1	2	P F G P
CALIFORNIA SHORT-FORM TEST OF MENTAL MATURITY - LEVEL 1 Memory (CTB)	2	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	1	1	1	2	1	1	1	1	1	1	0	0	0	0	1	0	2	P G F P
COOPERATIVE PRIMARY TESTS Listening - Form 23 (ETS)	3	1	2	0	0	0	0	1	1	2	1	1	0	1	1	0	1	1	2	2	1	0	2	1	1	1	0	1	1	1	0	2	2	0	3	1	P G F F
DETROIT TEST OF LEARNING APTITUDE Auditory Attention Span for Related Syllables (BMC)	0	1	2	0	0	0	0	0	2	0	0	1	1	0	1	1	1	1	2	0	0	1	0	1	1	1	1	0	0	0	0	0	0	0	0	2	P F P P
DURRELL ANALYSIS OF READING DIFFICULTY Listening Comprehension (HBJ)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DURRELL ANALYSIS OF READING DIFFICULTY Silent Reading Memories (HBJ)	0	1	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DURRELL ANALYSIS OF READING DIFFICULTY Silent Reading Recall - Check List of Difficulties (HBJ)	0	0	1	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
LANGUAGE-STRUCTURED AUDITORY RETENTION SPAN TEST (LARS) (ATP)	1	1	1	0	0	0	0	0	1	0	1	0	0	1	1	1	1	1	2	0	1	1	0	1	1	0	0	0	1	1	0	0	0	0	0	1	P F P P
SHORT FORM TEST OF ACADEMIC APTITUDE - LEVEL 1 Memory (CTB)	2	2	2	0	0	1	0	1	1	2	1	1	1	1	1	1	1	1	2	2	1	0	2	1	0	0	0	1	1	1	0	2	0	1	0	0	P G F P
STANDARD READING INVENTORY Listening Comprehension Test (BERS)	0	2	1	0	0	0	0	1	2	0	1	1	1	0	0	0	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
FOREIGN LANGUAGE																																					
II. FOREIGN LANGUAGE SKILLS																																					
IIA. Reading Comprehension in a Foreign Language																																					
FUNDAMENTALS OF HEBREW - 1: LOWER (AAJE)	0	2	2	0	0	0	0	1	1	0	1	1	1	1	0	1	1	1	1	2	1	0	2	0	1	1	0	0	1	0	0	0	0	0	0	2	P F F P
TESTS OF PROFICIENCY IN ENGLISH - READING Reading One (NFER2)	1	1	2	0	0	0	0	1	1	0	1	1	1	1	1	0	1	1	2	2	1	1	2	1	1	1	0	0	1	1	0	0	0	0	0	0	P F F P
TESTS OF PROFICIENCY IN ENGLISH - READING Reading Three, Part 1 (NFER2)	1	1	2	0	0	0	0	1	0	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	0	1	1	0	0	0	0	0	0	P F F P
TESTS OF PROFICIENCY IN ENGLISH - READING Reading Three, Part 2 (NFER2)	1	2	2	0	0	0	0	1	1	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	0	1	1	0	0	0	0	0	0	P G F P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustrations & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
TESTS OF PROFICIENCY IN ENGLISH - READING Reading Two (NFER2)	1	1	2	0	0	0	0	1	1	0	1	1	1	1	1	0	1	1	2	2	1	1	2	1	1	1	0	0	1	1	0	0	0	0	0	0	P F F P
IIB. *Knowledge of Elements of a Foreign Language*																																					
IIC. *Conversation in a Foreign Language*																																					
AUSTIN SPANISH ARTICULATION TEST Articulation in Spontaneous Speech (LCI)	1	0	2	0	0	0	0	0	1	0	1	1	1	0	1	0	1	1	2	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
AUSTIN SPANISH ARTICULATION TEST Misarticulated Phonemes Produced Correctly for Stimulation (LCI)	1	0	2	0	0	0	0	0	1	0	1	1	1	0	1	0	1	1	2	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
AUSTIN SPANISH ARTICULATION TEST Phonemes Misarticulated in all Positions (LCI)	1	0	2	0	0	0	0	0	1	0	1	1	1	0	1	0	1	1	2	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
AUSTIN SPANISH ARTICULATION TEST Phonemes Misarticulated not in all Positions (LCI)	1	0	2	0	0	0	0	0	1	0	1	1	1	0	1	0	1	1	2	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
DOS AMIGOS VERBAL LANGUAGE SCALES Spanish (ATP)	2	1	1	0	0	0	0	0	1	0	1	1	0	0	1	1	1	1	2	0	0	1	0	1	1	0	1	0	1	2	0	0	0	0	2	2	P F P P
SPANISH PHONEMIC UNIT PRODUCTION TEST (REVISED) (RVS)	0	1	2	0	0	0	0	0	2	0	1	0	0	1	0	0	1	1	2	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TESTS OF PROFICIENCY IN ENGLISH - LISTENING Listening One (NFER2)	2	1	2	0	0	0	0	0	1	0	1	1	1	1	0	0	1	1	2	2	1	1	2	1	1	1	0	0	1	1	0	0	0	0	0	0	P F F P
TESTS OF PROFICIENCY IN ENGLISH - LISTENING Listening Two (NFER2)	2	1	2	0	0	0	0	1	0	0	1	1	1	1	1	0	1	1	2	2	1	1	2	1	1	1	0	0	1	1	0	0	0	1	0	0	P F F P
TESTS OF PROFICIENCY IN ENGLISH - LISTENING Listening Three, Part 1 (NFER2)	1	1	2	0	0	0	0	1	0	0	1	1	1	1	1	1	1	1	1	2	1	1	2	1	1	1	0	0	1	1	0	0	0	1	0	0	P F F P
TESTS OF PROFICIENCY IN ENGLISH - LISTENING Listening Three, Part 2 (NFER2)	1	1	2	0	0	0	0	1	0	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	0	1	1	0	0	0	1	0	0	P F F P
TESTS OF PROFICIENCY IN ENGLISH - SPEAKING Speaking One (NFER2)	1	1	2	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	1	1	0	1	1	1	0	0	1	1	0	0	0	0	0	0	P F P P
TESTS OF PROFICIENCY IN ENGLISH - SPEAKING Speaking Two, Part 1 (NFER2)	1	1	2	0	0	0	0	0	0	0	1	1	1	1	1	0	1	1	2	0	1	1	0	1	1	1	0	0	1	1	0	0	0	0	0	0	P F P P
TESTS OF PROFICIENCY IN ENGLISH - SPEAKING Speaking Two, Part 2 (NFER2)	1	1	2	0	0	0	0	0	1	0	1	1	0	1	1	0	1	1	2	0	1	1	0	1	1	1	0	0	1	1	0	0	0	0	0	0	P F P P
TESTS OF PROFICIENCY IN ENGLISH - SPEAKING Speaking Three, Part 1 (NFER2)	1	1	2	0	0	0	0	0	0	0	1	1	1	1	1	1	1	1	2	0	1	1	0	1	1	1	0	0	1	1	0	0	0	0	0	0	P F P P
TESTS OF PROFICIENCY IN ENGLISH - SPEAKING Speaking Three, Part 2 (NFER2)	1	1	2	0	0	0	0	0	2	0	1	1	1	1	1	0	1	1	2	0	1	1	0	1	1	1	0	0	1	1	0	0	0	0	0	0	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evolutional				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustrations & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	[illegible]
TESTS OF PROFICIENCY IN ENGLISH - SPEAKING Speaking Two, Part 3 (NFER2)	1	1	2	0	0	0	0	0	0	0	1	1	0	1	1	1	1	1	2	0	1	1	0	1	1	1	0	0	1	1	0	0	0	0	0	0	P F P P
IID. Writing in a Foreign Language																																					
TESTS OF PROFICIENCY IN ENGLISH - WRITING Writing One (NFER2)	1	0	2	0	0	0	0	0	1	0	1	1	1	1	1	0	1	1	2	2	1	1	0	1	1	1	0	0	1	1	0	0	0	0	0	0	P F F P
TESTS OF PROFICIENCY IN ENGLISH - WRITING Writing Two, Part 1 (NFER2)	1	1	2	0	0	0	0	0	0	0	1	1	0	1	1	0	1	1	2	2	1	1	0	1	1	1	0	0	1	1	0	0	0	0	0	0	P F F P
TESTS OF PROFICIENCY IN ENGLISH - WRITING Writing Two, Part 2 (NFER2)	1	2	2	0	0	0	0	1	0	0	1	1	0	1	1	1	1	1	2	2	1	1	0	1	1	1	0	0	1	1	0	0	0	0	0	0	P F F P
TESTS OF PROFICIENCY IN ENGLISH - WRITING Writing Three, Part 1 (NFER2)	1	2	2	0	0	0	0	1	0	0	1	1	0	1	1	1	1	1	2	2	1	1	0	1	1	1	0	0	1	1	0	0	0	0	0	0	P F F P
TESTS OF PROFICIENCY IN ENGLISH - WRITING Writing Three, Part 2 (NFER2)	1	2	2	0	0	0	0	1	0	0	1	1	0	0	1	1	1	1	2	2	1	1	0	1	1	1	0	0	1	1	0	0	0	0	0	0	P F F P
II. VALUING A FOREIGN LANGUAGE AND CULTURE																																					
IIA. Cultural Insight and Values																																					
CROSS CULTURAL ATTITUDE INVENTORY Anglo Items (URG)	2	0	2	0	0	0	0	0	2	0	1	1	1	1	0	0	1	1	2	1	1	0	1	1	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
CROSS CULTURAL ATTITUDE INVENTORY Mexican-American Items (URG)	2	0	2	0	0	0	0	0	2	0	1	1	1	1	0	0	1	1	2	1	1	0	1	1	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
IIB. Enjoyment and Application of a Foreign Language																																					
EDUCATIONAL DEVELOPMENT SERIES - LOWER PRIMARY School Interests Foreign Language (STS)	0	0	2	0	0	0	0	1	0	0	1	1	1	1	0	1	1	1	0	2	1	1	2	0	0	0	0	0	1	0	0	0	0	1	0	0	P F P P
LANGUAGE ARTS																																					
II. WRITING SKILLS																																					
CALIFORNIA ACHIEVEMENT TESTS - LEVEL 2 Total Battery (CTB)	3	1	1	0	0	2	0	1	2	1	1	1	0	1	0	1	1	1	1	2	1	0	2	0	1	1	0	1	1	2	0	3	0	1	3	2	P F F F
DELAWARE COUNTY SILENT READING TEST OF LANGUAGE SKILLS #122 Written Language Rating (NAS)	0	0	2	0	0	0	0	0	1	0	1	0	0	0	0	1	1	1	2	2	1	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	P P P P
IOWA TESTS OF BASIC SKILLS, PRIMARY, FORMS 5 AND 6 - LEVEL 7 Standard Composite (HMC)	3	0	1	0	0	0	0	1	1	2	1	1	1	0	0	0	1	1	2	2	1	0	2	1	1	0	1	0	1	1	0	0	0	0	0	2	P F F P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent / Factorial	Experimental/ Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-2	0-2	G F P
IOWA TESTS OF BASIC SKILLS, PRIMARY, FORMS 5 AND 6 - LEVEL 8 Basic Composite (HMC)	3	0	1	0	0	0	0	1	1	2	1	1	1	0	1	0	1	1	2	2	1	0	2	1	1	0	0	0	1	1	0	0	0	0	0	2	P G F P
PRESCRIPTIVE TEACHING SERIES Reading and Language Skills (PEI)	1	1	1	0	0	0	0	0	0	0	0	1	0	0	1	1	0	1	1	0	1	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	P P P P
IAA. Spelling																																					
AMERICAN SCHOOL ACHIEVEMENT TESTS - PRIMARY BATTERY II Spelling (BMC)	3	2	2	0	0	0	0	1	1	0	1	1	1	1	1	1	1	1	2	2	1	1	2	0	1	1	1	0	1	1	0	0	0	1	0	2	P G F P
BOTEL READING INVENTORY Spelling Placement Test (FPC)	2	2	2	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	2	2	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
CALIFORNIA ACHIEVEMENT TESTS - LEVEL 1 Language Spelling (CTB)	3	1	2	0	0	2	0	1	2	1	1	0	1	1	1	1	1	1	2	2	1	1	2	0	1	1	0	1	1	2	0	2	2	1	1	2	F G G F
CALIFORNIA ACHIEVEMENT TESTS - LEVEL 2 Language Spelling (CTB)	3	1	2	0	0	2	0	1	2	1	1	1	1	1	1	1	1	1	2	2	1	1	2	0	1	1	0	1	1	2	0	2	0	1	2	2	F G G P
CANADIAN TESTS OF BASIC SKILLS - LEVEL 7 Spelling (TNS)	3	2	2	0	0	0	0	1	2	2	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	0	1	1	0	0	0	0	3	2	P G F P
CANADIAN TESTS OF BASIC SKILLS - LEVEL 8 Spelling (TNS)	3	2	2	0	0	0	0	1	2	1	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	0	1	1	0	0	0	0	1	2	P G F P
COMPREHENSIVE TESTS OF BASIC SKILLS - LEVEL 1 Language Spelling (CTB)	3	2	2	0	0	0	0	1	2	1	1	1	1	1	1	1	1	0	1	2	1	1	2	1	1	1	0	1	1	2	0	2	0	1	2	2	P G G P
COMPREHENSIVE TESTS OF BASIC SKILLS - LEVEL 1 Language Total (CTB)	3	2	1	0	0	0	0	1	2	2	1	1	1	1	0	1	1	0	1	2	1	0	2	1	1	1	0	1	1	2	0	3	0	1	3	2	P G G F
COMPREHENSIVE TESTS OF BASIC SKILLS, EXPANDED EDITION - LEVEL C Language Spelling (CTB)	3	2	2	0	0	1	0	1	2	1	1	1	1	1	1	1	1	1	2	2	1	0	2	1	1	1	0	1	1	0	0	3	1	1	0	2	F G F P
COMPREHENSIVE TESTS OF BASIC SKILLS, EXPANDED EDITION - LEVEL C Language Total Language (CTB)	3	2	1	0	0	2	0	1	2	1	1	1	1	1	0	1	1	1	1	2	1	0	2	1	1	1	0	1	1	0	0	3	2	1	3	2	F G F F
COMPREHENSIVE TESTS OF BASIC SKILLS, EXPANDED EDITION - LEVEL 1 Language Spelling (CTB)	3	2	2	0	0	1	0	1	1	2	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	1	1	0	0	2	1	1	3	2	F G F F
COMPREHENSIVE TESTS OF BASIC SKILLS, EXPANDED EDITION - LEVEL 1 Language Total Language (CTB)	3	2	1	0	0	1	0	1	1	1	1	0	1	1	0	1	1	1	2	2	1	0	2	1	1	1	0	1	1	0	0	3	2	1	3	2	P F F F
COOPERATIVE PRIMARY TESTS Writing Skills - Form 23 Part I (ETS)	3	2	2	0	0	0	0	1	1	1	1	1	1	1	1	1	1	1	2	2	1	0	2	1	1	1	0	1	1	1	0	2	0	0	1	1	P G F P
COOPERATIVE PRIMARY TESTS Writing Skills - Form 23 Total (ETS)	3	2	1	0	0	0	0	1	1	2	1	1	1	1	1	1	1	1	2	2	1	0	2	1	1	1	0	1	1	1	0	2	0	0	3	1	P G F P
DIAGNOSTIC READING TEST Oral Spelling Ability (MPC)	0	1	2	0	0	0	0	0	2	0	1	0	0	0	0	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Allocated	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Cohesiveness			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test - Retest	Internal Consistency	Alternate Form				
Rating Range	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-P
DOREN DIAGNOSTIC READING TEST OF WORD RECOGNITION Spelling (AGS)	2	1	2	0	0	0	0	1	1	0	1	1	1	1	1	1	1	1	2	2	1	1	1	1	0	0	0	0	1	2	0	0	0	0	0	0	P G F P
DURRELL ANALYSIS OF READING DIFFICULTY Check List of Difficulties in Spelling (HBJ)	0	0	1	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DURRELL ANALYSIS OF READING DIFFICULTY Spelling Test - List I (HBJ)	0	1	2	0	0	0	0	0	2	0	1	1	0	0	0	1	1	1	2	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
EARLY PRIMARY SURVEY TEST Spelling (SFC)	3	2	2	0	2	0	0	1	2	1	1	1	1	1	1	1	1	1	2	2	1	0	2	1	1	1	0	1	1	1	0	2	0	0	0	2	F G F P
GATES-McKILLOP READING DIAGNOSTIC TESTS Supplementary Tests Spelling (TCP)	0	1	2	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	2	0	1	1	1	0	0	0	1	0	1	0	0	0	0	0	0	0	P F P P
GRAY-VOTAW-ROGERS GENERAL ACHIEVEMENT TEST - PRIMARY Spelling (SV)	0	2	2	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	1	2	1	1	0	0	0	1	0	0	0	0	0	3	1	P G F P
IOWA TESTS OF BASIC SKILLS, PRIMARY, FORMS 5 AND 6 - LEVEL 7 Language Skills Spelling (HMC)	3	2	2	0	0	0	0	1	2	1	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	0	1	0	1	1	0	0	0	0	0	2	P G F P
IOWA TESTS OF BASIC SKILLS, PRIMARY, FORMS 5 AND 6 - LEVEL 8 Language Skills Spelling (HMC)	3	2	2	0	0	0	0	1	2	1	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	0	0	0	1	1	0	0	0	0	3	2	P G F P
LINCOLN PRIMARY SPELLING TEST Consonants and Long Vowels (ERB)	2	1	2	0	0	0	0	1	2	0	1	1	1	0	1	0	1	1	2	2	1	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
LINCOLN PRIMARY SPELLING TEST Consonants and Short Vowels (ERB)	2	1	2	0	0	0	0	1	2	0	1	1	1	0	1	0	1	1	2	2	1	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
LINCOLN PRIMARY SPELLING TEST Endings (ERB)	2	1	2	0	0	0	0	1	2	0	1	1	1	0	1	0	1	1	2	2	1	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
LINCOLN PRIMARY SPELLING TEST Sight Words and Deviates from Categories I-V (ERB)	2	1	2	0	0	0	0	1	2	0	1	1	1	0	1	0	1	1	2	2	1	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
LINCOLN PRIMARY SPELLING TEST Total (ERB)	2	2	2	0	0	0	0	1	2	0	1	1	1	0	1	0	1	1	2	2	1	0	1	1	1	0	0	0	1	1	0	0	0	0	0	1	P F P P
LINCOLN PRIMARY SPELLING TEST Vowel and Consonant Teams; Silent Consonants (ERB)	2	1	2	0	0	0	0	1	2	0	1	1	1	0	1	0	1	1	2	2	1	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
LINCOLN PRIMARY SPELLING TEST Vowel Teams (Dipthongs and Digraphs) (ERB)	2	1	2	0	0	0	0	1	2	0	1	1	1	0	1	0	1	1	2	2	1	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
METROPOLITAN ACHIEVEMENT TESTS - PRIMARY II Spelling (HBJ)	3	2	2	0	0	0	0	1	2	0	1	1	1	[illegible]	[illegible]	1	1	1	2	2	1	1	1	1	1	0	0	1	1	2	0	0	0	0	1	2	P G F P
NEALE ANALYSES OF READING ABILITY Supplementary Diagnostic Test 2 Auditory Discrimination Through Simple Spelling (NFER)	0	2	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
PEABODY INDIVIDUAL ACHIEVEMENT TEST Spelling (AGS)	3	1	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	0	1	1	2	1	1	1	1	1	1	1	0	0	0	0	3	2	P G F P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	USABILITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-2	0-2	[illegible]
SCREENING TESTS TO BE USED BY THE CLASSROOM TEACHER Murroughs Phonovisual Test (ATP)	0	1	1	1	0	0	0	0	2	0	1	1	1	0	0	0	1	1	2	0	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
STANDARD READING TESTS Grade C Spelling Test (ACER)	0	2	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
STANFORD ACHIEVEMENT TEST - PRIMARY LEVEL I Spelling (HBJ)	3	2	2	0	0	1	0	0	2	0	1	1	1	0	1	1	1	1	2	2	1	0	1	1	1	1	0	1	1	2	0	0	0	1	0	2	F F F P
STANFORD ACHIEVEMENT TEST - PRIMARY LEVEL II Spelling (HBJ)	3	1	2	0	0	0	0	1	2	2	1	1	1	1	1	1	1	1	2	2	1	0	2	1	1	1	0	1	1	2	0	0	0	1	1	2	P G G P
WIDE RANGE ACHIEVEMENT TEST - LEVEL I Spelling (GA)	0	2	1	0	1	0	0	1	2	0	1	1	1	0	0	1	1	0	2	1	1	1	0	1	1	1	1	0	1	1	0	3	0	1	3	2	P F F F
WORD DISCRIMINATION TEST (MUAA)	0	1	1	0	0	0	0	0	0	0	0	1	1	1	0	1	1	1	2	2	1	1	1	0	1	1	0	0	1	0	0	0	0	0	0	1	P F F P
IIB. Punctuation and Capitalization																																					
CALIFORNIA ACHIEVEMENT TESTS - LEVEL 1 Language Mechanics (CTB)	3	2	2	0	0	2	0	1	2	1	1	0	1	1	1	1	1	1	2	2	1	1	2	0	1	1	0	1	1	2	0	3	2	1	3	2	F G G F
CALIFORNIA ACHIEVEMENT TESTS - LEVEL 1 Language Total (CTB)	3	2	1	0	0	2	0	1	1	1	1	0	1	0	1	1	0	1	1	2	1	0	2	0	1	1	0	1	1	2	0	3	2	1	1	2	F F F F
CALIFORNIA ACHIEVEMENT TESTS - LEVEL 2 Language Mechanics (CTB)	3	2	2	0	0	2	0	1	2	1	1	1	1	1	0	1	1	1	1	2	1	1	2	0	1	1	0	1	1	2	0	3	0	1	2	2	F G F F
CALIFORNIA ACHIEVEMENT TESTS - LEVEL 2 Language Total (CTB)	3	2	2	0	0	2	0	1	2	1	1	1	1	1	0	1	1	1	1	2	1	0	2	0	1	1	0	1	1	2	0	3	0	1	3	2	F G F F
COMPREHENSIVE TESTS OF BASIC SKILLS - LEVEL 1 Language Mechanics (CTB)	3	2	2	0	0	0	0	1	2	1	1	1	1	1	0	1	1	0	1	2	1	1	2	1	1	1	0	1	1	2	0	2	0	1	2	2	P F G P
COMPREHENSIVE TESTS OF BASIC SKILLS, EXPANDED EDITION - LEVEL C Language Mechanics (CTB)	3	2	2	0	0	1	0	1	2	1	1	1	1	1	1	1	1	1	1	2	1	0	2	1	1	1	0	1	1	0	0	2	1	1	1	2	F G F P
COMPREHENSIVE TESTS OF BASIC SKILLS, EXPANDED EDITION - LEVEL 1 Language Mechanics (CTB)	3	2	2	0	0	1	0	1	1	1	1	1	1	1	0	1	1	1	2	2	1	1	2	1	1	1	0	1	1	0	0	2	1	1	1	2	F G F P
COOPERATIVE PRIMARY TESTS Writing Skills - Form 23 Part 2/3 (ETS)	3	2	1	0	0	0	0	1	1	2	1	1	1	1	1	1	1	1	2	2	1	0	2	1	1	1	0	1	1	1	0	2	0	0	3	1	P G F P
EDUCATIONAL DEVELOPMENT SERIES - LOWER PRIMARY English (STS)	0	2	1	0	0	0	0	1	1	0	1	1	1	1	1	1	1	0	2	2	1	0	2	1	1	1	0	0	1	0	0	2	0	1	0	2	P F F P
IOWA TESTS OF BASIC SKILLS, PRIMARY, FORMS 5 AND 6 - LEVEL 7 Language Skills Capitalization (HMC)	3	1	2	0	0	0	0	1	2	1	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	0	1	0	1	1	0	0	0	0	2	2	P G F P
IOWA TESTS OF BASIC SKILLS, PRIMARY, FORMS 5 AND 6 - LEVEL 7 Language Skills Punctuation (HMC)	3	0	2	0	0	0	0	1	1	2	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	0	1	0	1	1	0	0	0	0	1	2	P G F P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT					COMPREHENSION			INSTRUCTIONS			FORMAT					ADMINISTRATION					INTERPRETATION						RELIABILITY						
	Item Selection	% Goal Assessed	% Items Belonging	Divergent / Factorial	Experimental / Evaluational	CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	Item Arrangements	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence	POWER/SPEED TEST	RECORDING ANSWERS	Testing Group Size	Administrator	Time	EASE OF SCORING	QUALITY OF MANUAL	Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter	CAN DECISIONS BE MADE?	Test – Retest	Internal Consistency	Alternate Form	REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
Rating Range	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-P
IOWA TESTS OF BASIC SKILLS, PRIMARY, FORMS 5 and 6 - LEVEL 7 Language Skills Total (HMC)	3	2	1	0	0	0	0	1	1	2	1	1	1	1	1	1	1	1	2	2	1	0	2	1	1	0	1	0	1	1	0	0	0	0	0	2	P G F P
IOWA TESTS OF BASIC SKILLS, PRIMARY, FORMS 5 AND 6 - LEVEL 8 Language Skills Capitalization (HMC)	3	1	2	0	0	0	0	1	2	2	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	0	0	0	1	1	0	0	0	0	3	2	P G F P
IOWA TESTS OF BASIC SKILLS, PRIMARY, FORMS 5 AND 6 - LEVEL 8 Language Skills Punctuation (HMC)	3	1	2	0	0	0	0	1	2	1	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	0	0	0	1	1	0	0	0	0	3	2	P G F P
IOWA TESTS OF BASIC SKILLS, PRIMARY, FORMS 5 AND 6 - LEVEL 8 Language Skills Total (HMC)	3	2	1	0	0	0	0	1	2	2	1	1	1	1	1	1	1	1	2	2	1	0	2	1	1	0	0	0	1	1	0	0	0	0	0	2	P G F P
SRA ASSESSMENT SURVEY, ACHIEVEMENT SERIES - PRIMARY I Language Arts (SRA)	2	2	0	0	0	1	0	0	2	1	1	1	1	1	0	1	1	1	2	2	1	0	2	1	1	1	[illegible]	1	1	1	0	3	0	0	3	2	P G G F
SRA ASSESSMENT SURVEY, ACHIEVEMENT SERIES - PRIMARY II Language Arts (SRA)	2	2	0	0	0	1	0	0	1	1	1	1	1	1	0	1	1	1	2	2	1	0	2	1	1	1	0	1	1	1	0	2	0	0	2	2	P F F P
IEC. Grammatical Skills in Writing																																					
AMERICAN SCHOOL ACHIEVEMENT TESTS - PRIMARY BATTERY II Language Usage (BMC)	3	1	2	0	0	0	0	1	2	0	1	1	1	1	0	1	1	0	2	2	1	1	2	0	1	1	1	0	1	1	0	0	0	1	0	2	P F F P
CALIFORNIA ACHIEVEMENT TESTS - LEVEL 1 Language Usage and Structure (CTB)	3	1	2	0	0	1	0	1	2	1	1	1	1	1	1	1	1	1	2	2	1	1	2	0	1	1	0	1	1	2	0	2	1	0	2	2	P G G P
CALIFORNIA ACHIEVEMENT TESTS - LEVEL 2 Language Usage and Structure (CTB)	3	0	2	0	0	1	0	1	2	2	1	1	1	1	1	1	1	1	2	2	1	1	2	0	1	1	0	1	1	2	0	2	0	1	2	2	P G G P
COMPREHENSIVE TESTS OF BASIC SKILLS - LEVEL 1 Language Expression (CTB)	3	1	2	0	0	0	0	1	2	2	1	1	1	1	1	1	1	0	1	2	1	1	2	1	1	1	0	1	1	2	0	2	0	1	2	2	P G G P
COMPREHENSIVE TESTS OF BASIC SKILLS, EXPANDED EDITION - LEVEL C Language Expression (CTB)	3	1	2	0	0	1	0	1	2	1	1	1	1	1	0	1	1	1	2	2	1	1	2	1	1	1	0	1	1	0	0	3	1	1	0	2	P G F P
COMPREHENSIVE TESTS OF BASIC SKILLS, EXPANDED EDITION - LEVEL 1 Language Expression (CTB)	3	1	1	0	0	1	0	1	1	1	1	0	1	1	0	1	1	1	2	2	1	0	2	1	1	1	0	1	1	0	0	2	1	1	1	2	P F F P
DELAWARE COUNTY SILENT READING TEST OF LANGUAGE SKILLS #122 Structural Analysis (NAS)	0	0	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P G P P
DOREN DIAGNOSTIC READING TEST OF WORD RECOGNITION Ending Sounds (AGS)	2	1	1	0	0	0	0	0	1	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	0	0	0	0	1	2	0	0	0	0	0	0	P F F P
ENGLISH PROGRESS TEST A2 (NFER2)	0	0	1	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	1	2	1	0	0	1	0	1	0	0	1	0	0	3	0	1	0	2	P G P P
HOYUM-SANDERS ELEMENTARY ENGLISH TEST (BEM)	1	1	1	0	0	0	0	1	1	0	1	0	1	0	0	1	1	1	2	2	1	0	2	0	1	0	0	1	1	1	0	2	0	1	1	1	P F F P
INFORMAL READING ASSESSMENT TESTS, TEST 2 Word Attack Word Structure (TNS)	0	0	2	0	0	0	0	0	2	0	1	1	0	1	1	1	1	1	2	2	1	1	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F F P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent / Factorial	Experimental / Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
INFORMAL READING ASSESSMENT TESTS, TEST 3 Word Attack Word Structure (TNS)	0	0	2	0	0	0	0	0	2	0	1	1	0	1	1	1	1	1	2	2	1	1	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F F P
INVENTORY-SURVEY TEST FOR PRIMARY GRADES Inflection and Derivation (SFC)	1	0	2	0	0	0	0	1	1	0	1	1	1	1	1	1	1	1	2	1	1	0	2	0	1	0	0	0	1	0	0	0	0	0	0	0	P G P P
IOWA TESTS OF BASIC SKILLS, PRIMARY, FORMS 5 AND 6 - LEVEL 7 Language Skills Usage (HMC)	3	1	2	0	0	0	0	1	2	1	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	0	1	0	1	1	0	0	0	0	1	2	P G F P
IOWA TESTS OF BASIC SKILLS, PRIMARY, FORMS 5 AND 6 - LEVEL 8 Language Skills Usage (HMC)	3	0	2	0	0	0	0	1	1	2	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	0	0	0	1	1	0	0	0	0	3	2	P G F P
PICTURE STORY LANGUAGE TEST Syntax Quotient (GS)	1	1	2	0	1	0	0	0	0	0	0	1	0	0	1	1	1	1	2	1	1	1	0	1	1	1	0	0	0	1	0	2	0	0	1	1	P P P P
18D. Penmanship																																					
DURRELL ANALYSIS OF READING DIFFICULTY Check List of Difficulties in Handwriting (HBJ)	0	1	1	0	0	0	0	0	2	0	1	1	0	0	0	1	1	1	2	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DURRELL ANALYSIS OF READING DIFFICULTY Handwriting - Letters Per Minute (HBJ)	0	0	2	0	0	0	0	0	2	0	1	1	0	0	0	1	1	1	2	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
EXPRESSIONAL GROWTH THROUGH HANDWRITING Evaluation Scale - Second Grade Cursive Handwriting (ZB)	0	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	2	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P G P P
EXPRESSIONAL GROWTH THROUGH HANDWRITING Evaluation Scale - Second Grade Manuscript Writing (ZB)	0	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	2	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P G P P
GESELL DEVELOPMENTAL KIT Pencil and Paper Tests (WPS)	0	1	1	0	1	0	0	0	1	1	1	1	0	0	0	1	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
SCREENING TESTS TO BE USED BY THE CLASSROOM TEACHER Alphabet Writing - from Dictation (ATP)	0	1	0	0	0	0	0	0	2	0	0	0	0	0	0	0	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
SCREENING TESTS TO BE USED BY THE CLASSROOM TEACHER Alphabet Writing - Spontaneous (ATP)	0	1	0	0	0	0	0	0	2	0	0	0	0	0	0	0	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
SCREENING TESTS TO BE USED BY THE CLASSROOM TEACHER Sentence Writing - from Dictation (ATP)	0	1	0	0	0	0	0	0	2	0	0	0	0	0	0	0	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
SCREENING TESTS TO BE USED BY THE CLASSROOM TEACHER Wold Sentence Copying Test (ATP)	0	0	1	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
STANDARD READING TESTS Copying a Sentence (ACER)	0	0	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
18E. Purpose and Organization in Writing																																					
PICTURE STORY LANGUAGE TEST Abstract-Concrete (GS)	1	1	1	0	1	0	0	0	0	0	0	1	0	0	1	1	1	1	2	1	1	1	0	1	1	1	0	0	0	1	0	0	0	0	0	1	P P P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
PICTURE STORY LANGUAGE TEST Productivity Total Sentences (GS)	1	0	1	0	1	0	0	0	0	0	0	1	0	0	1	1	1	1	2	1	1	1	0	1	1	1	0	0	0	1	0	0	0	0	0	1	P P P P
PICTURE STORY LANGUAGE TEST Productivity Total Words (GS)	1	0	1	0	1	0	0	0	0	0	0	1	0	0	1	1	1	1	2	1	1	1	1	1	1	1	0	0	0	1	0	0	0	0	1	1	P P F P
PICTURE STORY LANGUAGE TEST Productivity Words per Sentence (GS)	1	0	1	0	1	0	0	0	0	0	0	1	0	0	1	1	1	1	2	1	1	1	0	1	1	1	0	0	0	1	0	2	0	0	1	1	P P P P
14F. Expression in Writing																																					
14. REFERENCE AND STUDY SKILLS																																					
14A. Reference and Library Skills																																					
COMPREHENSIVE TESTS OF BASIC SKILLS - LEVEL 1 Study Skills (CTB)	3	1	2	0	0	0	0	1	1	1	1	1	1	1	1	1	1	0	2	2	1	0	2	1	1	1	0	1	1	2	0	2	0	1	2	2	P G G P
COMPREHENSIVE TESTS OF BASIC SKILLS, EXPANDED EDITION - LEVEL 1 Reference Skills (CTB)	3	0	2	0	0	1	0	1	0	1	1	1	1	0	0	1	1	1	2	2	1	1	2	1	1	1	0	1	1	0	0	2	0	1	0	2	P F F P
IOWA TESTS OF BASIC SKILLS, PRIMARY, FORMS 5 AND 6 - LEVEL 7 Work-Study Skills References (HMC)	3	0	2	0	0	0	0	1	2	1	1	1	1	0	0	1	1	1	2	2	1	0	2	1	1	0	1	0	1	1	0	0	0	0	2	2	P G F P
IOWA TESTS OF BASIC SKILLS, PRIMARY, FORMS 5 AND 6 - LEVEL 7 Work-Study Skills Total (HMC)	3	0	1	0	0	0	0	1	2	2	1	1	1	0	0	1	1	1	2	2	1	0	2	1	1	0	1	0	1	1	0	0	0	0	0	2	P G F P
IOWA TESTS OF BASIC SKILLS, PRIMARY, FORMS 5 AND 6 - LEVEL 8 Work-Study Skills References (HMC)	3	1	1	0	0	0	0	1	1	2	1	1	0	0	1	0	1	1	2	2	1	0	2	1	1	0	0	0	1	1	0	0	0	0	3	2	P F F P
IOWA TESTS OF BASIC SKILLS, PRIMARY, FORMS 5 AND 6 - LEVEL 8 Work-Study Skills Total (HMC)	3	1	0	0	0	0	0	1	2	2	1	1	0	0	1	0	1	1	2	2	1	0	2	1	1	0	0	0	1	1	0	0	0	0	0	2	P G F P
14B. Personal Study Skills and Habits																																					
BURKS' BEHAVIOR RATING SCALES Poor Academics (AP)	2	0	1	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	0	1	1	1	1	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
MATHEMATICS																																					
16. UNDERSTANDING MATH CONCEPTS																																					
ARITHMETIC ACHIEVEMENT TESTS - LEVEL 2 Concepts and Problems (BMC)	2	0	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	0	2	1	1	1	0	0	1	1	0	0	0	0	3	2	P G F P
CALIFORNIA ACHIEVEMENT TESTS - LEVEL 1 Mathematics Concepts and Problems (CTB)	3	1	1	0	0	2	0	1	2	1	1	1	1	1	1	1	1	1	2	2	1	0	2	0	1	1	0	1	1	2	0	2	2	1	1	2	P G F F

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
CALIFORNIA ACHIEVEMENT TESTS - LEVEL 2 Mathematics Concepts and Problems (CTB)	3	1	1	0	0	2	0	1	2	2	1	1	1	1	1	1	1	1	2	2	1	0	2	0	1	1	0	1	1	2	0	2	0	0	3	2	P G F P
COMPREHENSIVE TESTS OF BASIC SKILLS, EXPANDED EDITION - LEVEL C Mathematics Concepts and Applications (CTB)	3	0	1	0	0	1	0	1	2	1	1	1	1	1	1	1	1	1	2	2	1	0	2	1	1	1	0	1	1	0	0	2	1	0	1	2	P G F P
COOPERATIVE PRIMARY TESTS Mathematics - Form 12 (ETS)	3	1	1	0	0	0	0	0	1	2	1	1	1	0	1	0	1	1	2	2	1	0	2	1	1	1	0	1	1	1	0	2	2	0	3	1	P F F F
COOPERATIVE PRIMARY TESTS Mathematics - Form 23 (ETS)	3	1	1	0	0	0	0	0	1	2	1	1	1	1	1	0	1	1	2	2	1	0	2	1	1	1	0	1	1	1	0	2	2	0	3	1	P G F F
EARLY PRIMARY SURVEY TEST Mathematics (SFC)	3	1	1	0	2	0	0	1	1	1	0	1	0	1	1	1	1	1	2	2	1	0	2	1	1	1	0	1	1	1	0	3	0	0	0	2	P F F P
MATHEMATICS ATTAINMENT TEST A (NFER2)	0	1	1	0	0	0	0	1	0	0	1	1	1	0	1	1	1	1	2	2	1	0	1	1	0	1	0	0	1	0	0	3	0	1	3	2	P F P F
METROPOLITAN ACHIEVEMENT TESTS - PRIMARY II Mathematics Concepts (HBJ)	3	1	1	0	0	0	0	1	2	0	1	1	0	1	1	1	1	1	2	2	1	1	2	1	1	0	0	1	1	2	0	0	0	0	3	2	P G G P
PEABODY INDIVIDUAL ACHIEVEMENT TEST Mathematics (AGS)	2	0	1	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	0	1	1	2	1	1	1	1	1	1	1	0	0	0	0	3	2	P G F P
STANFORD ACHIEVEMENT TEST - PRIMARY LEVEL II Mathematics Concepts (HBJ)	3	1	1	0	0	0	0	1	2	2	1	1	1	1	1	1	1	1	2	2	1	0	2	1	1	1	0	1	1	2	0	0	0	1	2	2	P G G P
16A. Knowledge of Numbers and Sets																																					
AMERICAN SCHOOL ACHIEVEMENT TESTS - ARITHMETIC READINESS Average (BMC)	0	1	1	0	0	0	0	1	1	0	0	1	1	1	1	0	1	1	2	2	1	0	0	0	1	0	0	0	1	0	0	0	0	0	0	0	P F P P
AMERICAN SCHOOL ACHIEVEMENT TESTS - ARITHMETIC READINESS Test A (BMC)	0	1	1	0	0	0	0	1	1	0	0	1	1	1	1	0	1	1	2	2	1	1	0	0	1	1	0	0	1	0	0	0	0	0	0	0	P F P P
AMERICAN SCHOOL ACHIEVEMENT TESTS - ARITHMETIC READINESS Test B (BMC)	0	1	1	0	0	0	0	1	1	0	0	1	1	1	1	0	1	1	2	2	1	1	0	0	1	1	0	0	1	0	0	0	0	0	0	0	P F P P
KEY MATH DIAGNOSTIC ARITHMETIC TEST Fractions (AGS)	3	0	1	0	0	0	0	0	2	0	1	0	0	0	1	1	1	1	2	0	1	0	2	1	0	0	0	0	1	0	0	1	0	0	0	0	P F P P
PUPIL RECORD OF EDUCATIONAL BEHAVIOR Mathematical Concepts (TRC)	1	1	1	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	2	0	1	0	0	0	0	0	0	0	1	2	0	0	0	0	0	0	P F P P
16B. Knowledge of Numeral Systems and Number Principles																																					
CANADIAN TESTS OF BASIC SKILLS - LEVEL 7 Mathematics Skills Mathematics Concepts (TNS)	3	1	1	0	0	0	0	1	1	1	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	0	1	1	0	0	0	0	3	2	P G F P
CANADIAN TESTS OF BASIC SKILLS - LEVEL 8 Mathematics Skills Mathematics Concepts (TNS)	3	1	1	0	0	0	0	1	2	2	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	0	1	1	0	0	0	0	3	2	P G F P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-3	0-3	0-1	0-3	0-2	G F P
COMPREHENSIVE TESTS OF BASIC SKILLS - LEVEL 1 Arithmetic Concepts (CTB)	3	1	1	0	0	0	0	1	1	2	1	1	1	1	1	1	1	0	2	2	1	1	2	1	1	1	0	1	1	2	0	2	0	1	2	2	P G G P
COMPREHENSIVE TESTS OF BASIC SKILLS, EXPANDED EDITION - LEVEL 1 Mathematics Concepts (CTB)	3	1	1	0	0	1	0	1	1	2	1	1	1	1	0	1	1	1	2	2	1	0	2	1	1	1	0	1	1	0	0	2	1	1	1	2	P G F P
DETROIT TEST OF LEARNING APTITUDE Number Ability (BMC)	0	1	1	0	0	0	0	0	1	0	1	1	1	0	0	0	1	1	2	0	0	1	2	1	1	1	1	0	0	0	0	0	0	0	0	1	P F P P
IOWA TESTS OF BASIC SKILLS, PRIMARY, FORMS 5 AND 6 - LEVEL 7 Mathematics Skills Mathematics Concepts (HMC)	3	1	1	0	0	0	0	1	2	2	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	0	1	0	1	1	0	0	0	0	1	2	P G F P
IOWA TESTS OF BASIC SKILLS, PRIMARY, FORMS 5 AND 6 - LEVEL 8 Mathematics Skills Mathematics Concepts (HMC)	3	1	1	0	0	0	0	1	2	2	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	0	0	0	1	1	0	0	0	0	3	2	P G F P
KEY MATH DIAGNOSTIC ARITHMETIC TEST Numeration (AGS)	3	1	1	0	0	0	0	0	2	0	1	0	0	0	1	1	1	1	2	0	1	0	1	1	0	0	0	0	1	0	0	2	0	0	0	0	P F P P
PUBLIC SCHOOL PRIMARY INTELLIGENCE TEST Number Information Selection of Largest (BMC)	0	0	2	0	0	0	0	0	1	0	1	1	1	0	0	0	1	0	2	2	1	1	1	0	1	1	0	0	1	1	0	0	0	1	0	2	P P F P
PUBLIC SCHOOL PRIMARY INTELLIGENCE TEST Number Information Total (BMC)	0	0	1	0	0	0	0	0	1	0	0	0	1	0	0	0	1	0	2	2	1	1	1	0	1	1	0	0	1	1	0	0	0	1	0	2	P P F P
QUICK SCREENING SCALE OF MENTAL DEVELOPMENT Listening Attention and Number (PA)	1	0	1	0	0	0	0	0	2	0	1	1	0	0	0	0	1	1	2	0	0	1	1	0	1	0	0	0	0	0	0	0	0	0	0	0	P F P P
STANFORD ACHIEVEMENT TEST - PRIMARY LEVEL I Mathematics Concepts (HBJ)	3	1	1	0	0	1	0	0	2	2	1	1	1	1	1	0	1	1	2	2	1	0	2	1	1	1	0	1	1	2	0	2	0	1	2	2	P G G P
STANFORD DIAGNOSTIC ARITHMETIC TEST - LEVEL I Concepts of Numbers and Numerals Decimal Place Value (HBJ)	3	1	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	0	1	1	1	1	0	0	1	1	0	0	0	1	3	2	P G F P
STANFORD DIAGNOSTIC ARITHMETIC TEST - LEVEL I Concepts of Numbers and Numerals Number System, Counting (HBJ)	3	1	2	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	0	1	1	1	1	0	0	1	1	0	0	0	1	1	2	P G F P
STANFORD DIAGNOSTIC ARITHMETIC TEST - LEVEL I Concepts of Numbers and Numerals Total (HBJ)	3	1	1	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	2	2	1	0	1	1	1	1	0	0	1	1	0	0	0	1	3	2	P F F P
18C. Knowledge Basic to Algebra																																					
KEY MATH DIAGNOSTIC ARITHMETIC TEST Geometry & Symbols (AGS)	3	0	1	0	0	0	0	0	2	0	1	0	0	0	1	1	1	1	2	0	1	0	1	1	0	0	0	0	1	0	0	2	0	0	0	0	P F P P
KEY MATH DIAGNOSTIC ARITHMETIC TEST Numerical Reasoning (AGS)	3	1	2	0	0	0	0	0	2	0	1	0	0	0	1	1	1	1	2	0	1	0	2	1	0	0	0	0	1	0	0	2	0	0	0	0	P F P P
STANFORD DIAGNOSTIC ARITHMETIC TEST - LEVEL I Concepts of Numbers and Numerals Operations (HBJ)	3	1	2	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	2	2	1	0	1	1	1	1	0	0	1	1	0	0	0	1	2	2	P G F P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Ranges	Norm Group	Score Interpreter		Test-Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-F-P
16. PERFORMING ARITHMETIC OPERATIONS																																					
PRESCRIPTIVE TEACHING SERIES Math Skills (PEI)	1	1	0	0	0	0	0	0	0	0	0	1	0	0	1	1	0	1	1	0	1	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	P P P P
16A. Whole-Number Computation																																					
AMERICAN SCHOOL ACHIEVEMENT TESTS - PRIMARY BATTERY II Arithmetic Average (BMC)	3	2	2	0	0	0	0	1	1	0	1	1	1	1	0	1	1	0	2	2	1	0	2	0	1	0	1	0	1	1	0	0	0	1	0	2	P F F P
AMERICAN SCHOOL ACHIEVEMENT TESTS - PRIMARY BATTERY II Arithmetic Computation (BMC)	3	2	2	0	0	0	0	1	0	0	1	1	1	1	0	1	1	0	2	2	1	1	2	0	1	1	1	0	1	1	0	0	0	1	0	2	P F F P
AMERICAN SCHOOL ACHIEVEMENT TESTS - PRIMARY BATTERY II Total Average (BMC)	3	2	0	0	0	0	0	1	1	0	1	1	1	1	0	1	1	0	2	2	1	0	2	0	1	0	1	0	1	1	0	0	0	1	0	2	P F F P
ARITHMETIC ACHIEVEMENT TESTS - LEVEL 2 Total (BMC)	2	2	1	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	0	1	1	1	1	0	0	1	1	0	2	0	0	3	2	P G F P
BASIC EDUCATIONAL SKILLS INVENTORY, MATH - LEVEL B Addition Facts (SEI)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
BASIC EDUCATIONAL SKILLS INVENTORY, MATH - LEVEL B Addition Problems (SEI)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
BASIC EDUCATIONAL SKILLS INVENTORY, MATH - LEVEL B Subtraction Facts (SEI)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
BASIC EDUCATIONAL SKILLS INVENTORY, MATH - LEVEL B Subtraction Problems (SEI)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
BASIC EDUCATIONAL SKILLS INVENTORY, MATH - LEVEL B Total (SEI)	0	2	2	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	2	0	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
BASIC MATHEMATICS TEST A (NFER2)	0	2	1	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	2	2	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
CALIFORNIA ACHIEVEMENT TESTS - LEVEL 1 Mathematics Computation (CTB)	3	2	2	0	0	1	0	1	2	1	1	1	1	1	1	1	1	1	2	2	1	1	2	0	1	1	0	1	1	2	0	3	2	1	0	2	F G G F
CALIFORNIA ACHIEVEMENT TESTS - LEVEL 1 Mathematics Total (CTB)	3	2	1	0	0	2	0	1	2	1	1	1	1	1	1	1	1	1	2	2	1	0	2	0	1	1	0	1	1	2	0	3	2	1	1	2	F G F F
CALIFORNIA ACHIEVEMENT TESTS - LEVEL 2 Mathematics Computation (CTB)	3	2	2	0	0	1	0	1	2	1	1	1	1	1	1	1	1	1	2	2	1	0	2	0	1	1	0	1	1	2	0	3	0	1	3	2	F G F F
CALIFORNIA ACHIEVEMENT TESTS - LEVEL 2 Mathematics Total (CTB)	3	2	1	0	0	2	0	1	2	1	1	1	1	1	1	1	1	1	2	2	1	0	2	0	1	1	0	1	1	2	0	3	0	0	3	2	F G F F
COMPREHENSIVE TESTS OF BASIC SKILLS - LEVEL 1 Arithmetic Computation (CTB)	3	2	2	0	0	0	0	1	0	1	1	1	1	1	1	1	1	0	2	2	1	0	2	1	1	1	0	1	1	2	0	2	0	1	3	2	P F G F

ELEMENTARY GOAL

TEST NAME

TEST NAME	MEASUREMENT VALIDITY: CONTENT: Item Selection	CONTENT: % Goal Assessed	CONTENT: % Items Belonging	CONSTRUCT: Divergent/Factorial	CONSTRUCT: Experimental/Developmental	CONCURRENT	PREDICTIVE	EXAMINEE APPROPRIATENESS: EXAMINEE JUSTIFICATION	COMPREHENSION: Item Appropriateness	COMPREHENSION: Item Difficulties	COMPREHENSION: Item Relevance	INSTRUCTIONS: Concepts, Vocabulary	INSTRUCTIONS: Task Aspects	INSTRUCTIONS: Sample Items	FORMAT: Page Layout	FORMAT: Illustration & Print	FORMAT: Item Coherence	POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATIVE USABILITY: ADMINISTRATION: Testing Group Size	ADMINISTRATION: Administrator	ADMINISTRATION: Time	EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION: Score Interpretation	INTERPRETATION: Score Conversion	INTERPRETATION: Norm Range	INTERPRETATION: Norm Group	INTERPRETATION: Score Interpreter	CAN DECISIONS BE MADE?	NORMED TECHNICAL EXCELLENCE: RELIABILITY: Test – Retest	RELIABILITY: Internal Consistency	RELIABILITY: Alternate Form	REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	TOTAL LETTER GRADES
Rating Range	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
COMPREHENSIVE TESTS OF BASIC SKILLS - LEVEL 1 Arithmetic Total (CTB)	3	2	1	0	0	0	0	1	0	1	1	1	1	1	1	1	1	0	2	2	1	0	2	1	1	[illegible]	0	1	1	2	0	3	0	1	3	2	P F G F
COMPREHENSIVE TESTS OF BASIC SKILLS, EXPANDED EDITION - LEVEL C Mathematics Computation (CTB)	3	2	2	0	0	1	0	1	2	1	1	1	1	1	1	1	1	1	2	2	1	0	2	1	1	1	0	1	1	0	0	2	1	1	2	2	F G F F
COMPREHENSIVE TESTS OF BASIC SKILLS, EXPANDED EDITION - LEVEL C Mathematics Total Mathematics (CTB)	3	2	1	0	0	1	0	1	2	1	1	1	1	1	1	1	1	1	2	2	1	0	2	1	1	1	0	1	1	0	0	3	2	0	1	2	P G F F
COMPREHENSIVE TESTS OF BASIC SKILLS, EXPANDED EDITION - LEVEL 1 Mathematics Computation (CTB)	3	2	2	0	0	1	0	1	0	1	1	1	1	1	1	1	1	1	2	2	1	0	2	1	1	1	0	1	1	0	0	2	1	1	2	[illegible]	F G F F
COMPREHENSIVE TESTS OF BASIC SKILLS, EXPANDED EDITION - LEVEL 1 Mathematics Total Mathematics (CTB)	3	2	1	0	0	1	0	1	1	1	1	1	1	1	0	1	1	1	2	2	1	0	2	1	1	1	0	1	1	0	0	3	2	1	3	2	P G F F
DIAGNOSTIC NUMBER TEST 1 (ACER)	2	2	2	0	0	0	0	1	1	0	1	0	0	0	1	1	1	1	2	2	1	0	1	1	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
EASY STEPS IN ARITHMETIC: NUMBER (ACER)	1	2	2	0	0	0	0	1	0	0	1	1	1	0	1	1	1	1	2	2	1	0	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
EDUCATIONAL DEVELOPMENT SERIES - LOWER PRIMARY Mathematics (STS)	0	2	1	0	0	0	0	1	1	0	1	1	1	0	1	1	1	0	2	2	1	0	2	1	1	1	0	0	1	0	0	2	0	1	0	2	P F F P
EMPORIA ELEMENTARY ARITHMETIC TEST Test I (BEM)	1	2	1	0	0	0	0	1	1	0	1	1	0	0	0	1	1	1	2	2	1	0	1	0	1	0	0	0	1	1	0	2	0	1	3	1	P F P P
EMPORIA ELEMENTARY ARITHMETIC TEST Test II (BEM)	1	2	1	0	0	0	0	1	1	0	1	1	0	0	0	1	1	1	2	2	1	0	1	0	1	0	0	0	1	1	0	2	0	1	3	1	P F P P
GRADED ARITHMETIC-MATHEMATICS TEST (NFER)	0	2	1	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	2	1	1	0	1	0	0	0	0	0	1	0	0	0	0	1	0	0	P F P P
GRAY-VOTAW-ROGERS GENERAL ACHIEVEMENT TEST - PRIMARY Arithmetic Computation (SV)	0	2	2	0	0	0	0	1	1	0	1	1	1	0	1	1	1	0	2	2	1	1	2	1	1	0	0	0	1	0	0	0	0	1	3	1	P F F P
INITIAL LEARNING ASSESSMENT Academic Achievements Mathematics (ATP)	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
KEY MATH DIAGNOSTIC ARITHMETIC TEST Addition (AGS)	3	1	2	0	0	0	0	0	2	0	1	0	0	0	1	1	1	1	2	0	1	0	1	1	0	0	0	0	1	0	0	1	0	0	0	0	P F P P
KEY MATH DIAGNOSTIC ARITHMETIC TEST Division (AGS)	3	1	2	0	0	0	0	0	2	0	1	0	0	0	1	1	1	1	2	0	1	0	1	1	0	0	0	0	1	0	0	1	0	0	0	0	P F P P
KEY MATH DIAGNOSTIC ARITHMETIC TEST Mental Computation (AGS)	3	1	2	0	0	0	0	0	2	0	1	0	0	0	1	1	1	1	2	0	1	0	2	1	0	0	0	0	1	0	0	1	0	0	0	0	P F P P
KEY MATH DIAGNOSTIC ARITHMETIC TEST Multiplication (AGS)	3	1	2	0	0	0	0	0	2	0	1	0	0	0	1	1	1	1	2	0	1	0	1	1	0	0	0	0	1	0	0	2	0	0	0	0	P F P P
KEY MATH DIAGNOSTIC ARITHMETIC TEST Subtraction (AGS)	3	1	2	0	0	0	0	0	2	0	1	0	0	0	1	1	1	1	2	0	1	0	1	1	0	0	0	0	1	0	0	1	0	0	0	0	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
KEY MATH DIAGNOSTIC ARITHMETIC TEST Total Test (AGS)	3	2	0	0	0	0	0	0	2	0	1	0	0	0	1	1	1	1	2	0	1	0	0	1	1	1	1	0	1	0	0	3	0	0	0	2	P F P P
METROPOLITAN ACHIEVEMENT TESTS - PRIMARY I Total Mathematics (HBJ)	3	2	1	0	0	1	0	0	2	0	1	1	1	1	1	1	1	0	2	2	1	0	2	1	1	0	0	1	1	2	0	3	0	1	3	2	P F F F
METROPOLITAN ACHIEVEMENT TESTS - PRIMARY II Mathematics Computation (HBJ)	3	2	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	0	2	2	1	1	2	1	1	0	0	1	1	2	0	0	0	1	3	2	P G G P
MODERN MATH DIAGNOSTIC TEST SHEETS Addition of Whole Numbers (TPC)	1	1	2	0	0	0	0	1	1	0	1	0	0	0	1	0	1	1	2	2	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
MODERN MATH DIAGNOSTIC TEST SHEETS Subtraction of Whole Numbers (TPC)	1	1	2	0	0	0	0	1	1	0	1	0	0	0	1	0	1	1	2	2	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
PRIMARY MENTAL ABILITIES - GRADES 2-4 Number Facility (SRA)	1	1	1	0	0	1	2	1	0	0	1	1	0	1	0	1	1	1	2	1	1	1	1	1	1	1	1	1	1	0	2	0	0	0	2	2	P F F P
SCHONELL DIAGNOSTIC ARITHMETIC TESTS Addition (ACER)	0	1	2	0	0	0	0	1	2	0	1	0	0	0	0	1	1	0	2	2	1	0	1	1	1	1	0	0	1	1	0	0	0	0	0	2	P F F P
SCHONELL DIAGNOSTIC ARITHMETIC TESTS Division (ACER)	0	1	2	0	0	0	0	1	0	0	1	0	0	0	0	1	1	0	2	2	1	0	1	1	1	1	0	0	1	1	0	0	0	0	0	2	P P F P
SCHONELL DIAGNOSTIC ARITHMETIC TESTS Graded Addition (ACER)	0	1	2	0	0	0	0	1	2	0	1	0	0	0	0	1	1	0	2	2	1	0	1	1	1	1	0	0	1	1	0	0	0	0	0	2	P F F P
SCHONELL DIAGNOSTIC ARITHMETIC TESTS Graded Division (ACER)	0	1	2	0	0	0	0	1	0	0	1	0	0	0	0	1	1	0	2	2	1	0	1	1	1	1	0	0	1	1	0	0	0	0	0	2	P P F P
SCHONELL DIAGNOSTIC ARITHMETIC TESTS Graded Multiplication Test 8A (ACER)	0	1	2	0	0	0	0	1	0	0	1	0	0	0	0	1	1	0	2	2	1	0	1	1	1	1	0	0	1	1	0	0	0	0	0	2	P P F P
SCHONELL DIAGNOSTIC ARITHMETIC TESTS Graded Multiplication Test 8B (ACER)	0	1	2	0	0	0	0	1	0	0	1	0	0	0	0	1	1	0	2	2	1	0	1	1	1	1	0	0	1	1	0	0	0	0	0	2	P P F P
SCHONELL DIAGNOSTIC ARITHMETIC TESTS Graded Subtraction (ACER)	0	1	2	0	0	0	0	1	2	0	1	0	0	0	0	1	1	0	2	2	1	0	1	1	1	1	0	0	1	1	0	0	0	0	0	2	P F F P
SCHONELL DIAGNOSTIC ARITHMETIC TESTS Long Division (Easy Steps) (ACER)	0	1	2	0	0	0	0	1	0	0	1	0	0	0	0	1	1	0	2	2	1	0	1	1	1	1	0	0	1	1	0	0	0	0	0	2	P P F P
SCHONELL DIAGNOSTIC ARITHMETIC TESTS Long Division (Harder Steps) (ACER)	0	1	2	0	0	0	0	1	0	0	1	0	0	0	0	1	1	0	2	2	1	0	1	1	1	1	0	0	1	1	0	0	0	0	0	2	P P F P
SCHONELL DIAGNOSTIC ARITHMETIC TESTS Miscellaneous (ACER)	0	2	2	0	0	0	0	1	1	0	1	0	0	0	0	1	1	0	2	2	1	0	1	1	1	1	0	0	1	1	0	0	0	0	0	2	P P F P
SCHONELL DIAGNOSTIC ARITHMETIC TESTS Multiplication (ACER)	0	1	2	0	0	0	0	1	0	0	1	0	0	0	0	1	1	0	2	2	1	0	1	1	1	1	0	0	1	1	0	0	0	0	0	2	P P F P
SCHONELL DIAGNOSTIC ARITHMETIC TESTS Subtraction (ACER)	0	1	2	0	0	0	0	1	2	0	1	0	0	0	0	1	1	0	2	2	1	0	1	1	1	1	0	0	1	1	0	0	0	0	0	2	P F F P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustrations & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
SRA ASSESSMENT SURVEY, ACHIEVEMENT SERIES - PRIMARY I Mathematics (SRA)	2	2	1	0	0	1	0	0	2	1	1	1	1	1	1	0	1	1	2	2	1	0	2	1	1	1	1	1	1	1	0	3	0	0	3	2	P G G F
SRA ASSESSMENT SURVEY, ACHIEVEMENT SERIES - PRIMARY II Mathematics (SRA)	2	2	1	0	0	1	0	0	1	1	1	1	1	1	0	1	1	1	2	2	1	0	2	1	1	1	0	1	1	1	0	2	0	0	2	2	P F F P
STANFORD ACHIEVEMENT TEST - PRIMARY LEVEL I Mathematics Computation & Applications (HBJ)	3	2	1	0	0	1	0	0	2	2	1	1	1	1	0	1	1	1	2	2	1	0	2	1	1	1	0	1	1	2	0	2	0	1	1	2	P G G P
STANFORD ACHIEVEMENT TEST - PRIMARY LEVEL II Mathematics Computation (HBJ)	3	2	2	0	0	0	0	1	1	2	1	1	1	1	0	1	1	1	2	2	1	0	2	1	1	1	0	1	1	2	0	0	0	1	2	2	P G G P
STANFORD ACHIEVEMENT TEST - PRIMARY LEVEL II Total Mathematics (HBJ)	3	2	1	0	0	0	0	1	1	2	1	1	1	1	0	1	1	1	2	2	1	0	2	1	1	1	0	1	1	2	0	0	0	1	3	2	P G G P
STANFORD DIAGNOSTIC ARITHMETIC TEST - LEVEL I Computation Addition (HBJ)	3	1	2	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	1	1	1	1	1	0	0	1	1	0	0	0	1	0	2	P G F P
STANFORD DIAGNOSTIC ARITHMETIC TEST - LEVEL I Computation Multiplication (HBJ)	3	0	2	0	0	0	0	1	0	0	1	1	1	0	1	1	1	1	2	2	1	0	1	1	1	1	0	0	1	1	0	0	0	1	0	2	P F F P
STANFORD DIAGNOSTIC ARITHMETIC TEST - LEVEL I Computation Subtraction (HBJ)	3	1	2	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	1	1	1	1	1	0	0	1	1	0	0	0	1	1	2	P G F P
STANFORD DIAGNOSTIC ARITHMETIC TEST - LEVEL I Computation Total for Addition and Subtraction (HBJ)	3	2	2	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	0	1	1	1	1	0	0	1	1	0	0	0	1	1	2	P G F P
STANFORD DIAGNOSTIC ARITHMETIC TEST - LEVEL I Number Facts Addition (HBJ)	3	1	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	1	1	1	1	0	0	1	1	0	0	0	0	0	0	P G F P
STANFORD DIAGNOSTIC ARITHMETIC TEST - LEVEL I Number Facts Multiplication (HBJ)	3	0	2	0	0	0	0	1	1	0	1	1	1	1	1	1	1	1	2	2	1	1	1	1	1	1	0	0	1	2	0	0	0	0	0	0	P G F P
STANFORD DIAGNOSTIC ARITHMETIC TEST - LEVEL I Number Facts Subtraction (HBJ)	3	1	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	1	1	1	1	0	0	1	2	0	0	0	0	0	0	P G F P
WATSON DIAGNOSTIC MATHEMATICS TEST - PRIMARY Grand Total (BSC)	0	2	1	0	0	0	0	1	2	0	1	0	1	0	1	1	1	1	2	2	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
WATSON DIAGNOSTIC MATHEMATICS TEST - PRIMARY Part I (BSC)	0	2	0	0	0	0	0	1	2	0	1	0	1	0	1	1	1	1	2	2	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
WATSON DIAGNOSTIC MATHEMATICS TEST - PRIMARY Part II (BSC)	0	2	1	0	0	0	0	1	2	0	1	0	1	0	1	1	1	1	2	2	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
WATSON DIAGNOSTIC MATHEMATICS TEST - PRIMARY Part III (BSC)	0	2	1	0	0	0	0	1	2	0	1	0	1	0	1	1	1	1	2	2	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
WIDE RANGE ACHIEVEMENT TEST - LEVEL I Arithmetic (GAD)	0	2	1	0	1	0	0	1	2	0	1	1	1	0	0	1	1	0	2	0	1	1	1	1	1	1	1	0	1	1	0	3	0	1	3	2	P F F F

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
16B. Computation with Fractions																																					
ARITHMETIC ACHIEVEMENT TESTS - LEVEL 2 Computation (BMC)	2	2	2	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	1	1	1	1	1	0	0	1	1	0	0	0	1	1	2	P G F P
16C. Decimal and Percentage Computation																																					
17. APPLYING AND VALUING MATHEMATICS																																					
17A. Solution of Word Problems																																					
AMERICAN SCHOOL ACHIEVEMENT TESTS - PRIMARY BATTERY II Arithmetic Problems (BMC)	3	2	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	2	0	1	1	1	0	1	1	0	0	0	1	0	2	P G F P
CALIFORNIA TEST OF MENTAL MATURITY - LEVEL 1 Numerical Reasoning (CTB)	2	1	1	0	0	0	0	0	2	0	1	0	0	1	1	0	1	1	2	1	1	1	2	1	1	1	1	1	1	1	0	0	0	1	1	2	P F G P
CANADIAN TESTS OF BASIC SKILLS - LEVEL 7 Mathematics Skills Mathematics Problems (TNS)	3	1	2	0	0	0	0	1	2	1	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	0	1	1	0	0	0	0	1	2	P G F P
CANADIAN TESTS OF BASIC SKILLS - LEVEL 7 Mathematics Skills Total (TNS)	3	1	1	0	0	0	0	1	1	1	1	1	1	1	1	1	1	1	2	2	1	0	1	1	1	1	0	0	1	1	0	0	0	0	3	2	P G F P
CANADIAN TESTS OF BASIC SKILLS - LEVEL 8 Mathematics Skills Mathematics Problems (TNS)	3	2	2	0	0	0	0	1	2	2	1	1	1	1	1	1	1	1	2	2	1	0	2	1	1	1	0	0	1	1	0	0	0	0	3	2	P G F P
CANADIAN TESTS OF BASIC SKILLS - LEVEL 8 Mathematics Skills Total (TNS)	3	2	1	0	0	0	0	1	2	2	1	1	1	1	1	1	1	1	2	2	1	0	1	1	1	1	0	0	1	1	0	0	0	0	3	2	P G F P
COMPREHENSIVE TESTS OF BASIC SKILLS - LEVEL 1 Arithmetic Applications (CTB)	3	2	2	0	0	0	0	1	1	1	1	1	1	1	1	1	1	0	2	2	1	1	2	1	1	1	0	1	1	2	0	2	0	1	1	2	P G G P
COMPREHENSIVE TESTS OF BASIC SKILLS, EXPANDED EDITION - LEVEL 1 Mathematics Applications (CTB)	3	1	2	0	0	1	0	1	1	1	1	1	1	1	0	1	1	1	2	2	1	0	2	1	1	1	0	1	1	0	0	2	1	1	0	2	P G F P
GRAY-VOTAW-ROGERS GENERAL ACHIEVEMENT TEST - PRIMARY Arithmetic Reasoning (SV)	0	1	1	0	0	0	0	1	0	0	1	0	0	0	1	1	1	0	2	2	1	1	2	1	1	0	0	0	1	0	0	0	0	1	3	1	P P F P
IOWA TESTS OF BASIC SKILLS, PRIMARY, FORMS 5 AND 6 - LEVEL 7 Mathematics Skills Mathematics Problems (HMC)	3	2	2	0	0	0	0	1	2	1	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	0	1	0	1	1	0	0	0	0	0	2	P G F P
IOWA TESTS OF BASIC SKILLS, PRIMARY, FORMS 5 AND 6 - LEVEL 7 Mathematics Skills Total (HMC)	3	2	1	0	0	0	0	1	2	2	1	1	1	1	1	1	1	1	2	2	1	0	2	1	1	0	1	0	1	1	0	0	0	0	0	2	P G F P
IOWA TESTS OF BASIC SKILLS, PRIMARY, FORMS 5 AND 6 - LEVEL 8 Mathematics Skills Mathematics Problems (HMC)	3	2	2	0	0	0	0	1	2	2	1	1	1	1	1	1	1	1	2	2	1	0	2	1	1	0	0	0	1	1	0	0	0	0	3	2	P G F P
IOWA TESTS OF BASIC SKILLS, PRIMARY, FORMS 5 AND 6 - LEVEL 8 Mathematics Skills Total (HMC)	3	2	1	0	0	0	0	1	2	2	1	1	1	1	1	1	1	1	2	2	1	0	2	1	1	0	0	0	1	1	0	0	0	0	0	2	P G F P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent / Factorial	Experimental/ Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustrations & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
KEY MATH DIAGNOSTIC ARITHMETIC TEST Missing Elements (AGS)	3	1	2	0	0	0	0	0	2	0	1	0	0	0	1	1	1	1	2	0	1	0	0	1	0	0	0	0	1	0	0	2	0	0	0	0	P F P P
KEY MATH DIAGNOSTIC ARITHMETIC TEST Word Problems (AGS)	3	1	2	0	0	0	0	0	2	0	1	0	0	0	1	1	1	1	2	0	1	0	1	1	0	0	0	0	1	0	0	1	0	0	0	0	P F P P
METROPOLITAN ACHIEVEMENT TESTS - PRIMARY II Mathematics Problem Solving (HBJ)	3	2	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	0	2	1	1	0	0	1	1	2	0	0	0	0	2	2	P G F P
METROPOLITAN ACHIEVEMENT TESTS - PRIMARY II Total Mathematics (HBJ)	3	2	0	0	0	0	0	1	2	0	1	1	0	1	1	1	1	0	2	2	1	0	2	1	1	0	0	1	1	2	0	0	0	0	3	2	P F F P
PICTORIAL TEST OF INTELLIGENCE Size and Number (HMC)	2	1	1	0	1	0	0	0	1	0	1	1	1	0	1	1	1	1	2	0	0	1	2	1	1	0	1	1	0	0	0	0	0	1	0	1	P F P P
SCHONELL DIAGNOSTIC ARITHMETIC TESTS Graded Mental Arithmetic (ACER)	0	2	2	0	0	0	0	1	1	0	1	0	0	0	0	1	1	0	2	2	1	0	1	1	1	1	0	0	1	1	0	0	0	0	0	2	P P F P
STANFORD ACHIEVEMENT TEST - PRIMARY LEVEL I Total Mathematics (HBJ)	3	2	1	0	0	2	0	0	2	2	1	1	1	1	0	0	1	1	2	2	1	0	2	1	1	1	0	1	1	1	0	0	0	1	3	2	F G F P
STANFORD ACHIEVEMENT TEST - PRIMARY LEVEL II Mathematics Applications (HBJ)	3	2	2	0	0	0	0	1	2	2	1	1	1	1	1	1	1	1	2	2	1	0	2	1	1	1	0	1	1	2	0	0	0	1	1	2	P G G P
WECHSLER INTELLIGENCE SCALE FOR CHILDREN - Revised Arithmetic (PC)	1	2	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	0	1	2	1	1	0	1	1	0	0	2	2	0	0	3	2	P F P F
17B. Personal Use and Appreciation of Math																																					
AAMD ADAPTIVE BEHAVIOR SCALE Economic Activity (AAMD)	2	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	1	1	1	1	0	1	1	0	1	1	0	0	0	0	0	0	P G F P
EDUCATIONAL DEVELOPMENT SERIES - LOWER PRIMARY School Interests Mathematics	0	0	2	0	0	0	0	1	1	0	1	1	1	1	0	1	1	1	0	2	1	1	2	0	0	0	0	0	1	0	0	0	0	1	0	0	P F P P
18. GEOMETRY AND MEASUREMENT SKILLS																																					
18A. Knowledge of Geometric Objects and Relations																																					
18B. Measurement Knowledge and Skills																																					
AAMD ADAPTIVE BEHAVIOR SCALE Numbers and Time (AAMD)	2	0	2	0	0	0	0	0	1	0	1	1	1	1	1	1	1	1	2	0	1	1	1	1	0	1	1	0	1	1	0	0	0	0	0	0	P F F P
BASIC EDUCATIONAL SKILLS INVENTORY, MATH - LEVEL B Money (SEI)	0	0	2	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
BASIC EDUCATIONAL SKILLS INVENTORY, MATH - LEVEL B Time (SEI)	0	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-F-P
KEY MATH DIAGNOSTIC ARITHMETIC TEST Measurement (AGS)	3	1	2	0	0	0	0	0	2	0	1	0	0	0	1	1	1	1	2	0	1	0	0	1	0	0	0	0	1	0	0	2	0	0	0	0	P F P P
KEY MATH DIAGNOSTIC ARITHMETIC TEST Money (AGS)	3	0	2	0	0	0	0	0	2	0	1	0	0	0	1	1	1	1	2	0	1	0	1	1	0	0	0	0	1	0	0	1	0	0	0	0	P F P P
KEY MATH DIAGNOSTIC ARITHMETIC TEST Time (AGS)	3	0	2	0	0	0	0	1	2	0	1	0	0	0	1	1	1	1	2	0	1	0	1	1	0	0	1	0	1	0	0	2	0	0	0	0	P F P P
18C. Use of Tables, Graphs, and Statistical Concepts																																					
MUSIC																																					
19. VALUING MUSIC																																					
19A. Appreciation of Music																																					
19B. Internalization of Music																																					
EDUCATIONAL DEVELOPMENT SERIES - LOWER PRIMARY School Interests Music (STS)	0	0	2	0	0	0	0	1	1	0	1	1	1	1	0	1	1	1	0	2	1	1	2	0	0	0	0	0	1	0	0	0	0	1	0	0	P F P P
20. PERFORMING IN MUSIC AND DANCE																																					
20A. Singing																																					
20B. Instrument Playing																																					
20C. Dancing																																					
21. UNDERSTANDING MUSIC																																					
21A. Music Analysis																																					
21B. Developmental Understanding of Music																																					
PERCEPTUAL AND MOTOR SKILLS																																					

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustrations & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-F-P
22. SENSORY PERCEPTION																																					
INITIAL LEARNING ASSESSMENT Peripheral Modalities (ATP)	0	0	2	0	0	0	0	0	2	0	1	0	0	0	0	0	1	1	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
MODALITY PREFERENCE TEST Stimulus Liked Best (IDS)	0	0	0	0	0	0	0	0	0	0	0	1	1	1	0	0	1	1	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
MODALITY PREFERENCE TEST Stimulus Liked Least (IDS)	0	0	0	0	0	0	0	0	0	0	0	1	1	1	0	0	1	1	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
SYMPTOMATOLOGY AND IDENTIFICATION OF A CHILD WITH LEARNING DISABILITIES Perceptual-Motor Impairments (PI)	0	1	1	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
22A. Visual and Tactile Perception																																					
A-B-C VISION TEST FOR OCULAR DOMINANCE (PC)	0	0	2	0	0	0	0	0	2	0	1	0	0	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
BABCOCK TEST OF MENTAL EFFICIENCY Perception Time (WPS)	0	0	1	0	0	0	0	0	2	0	1	1	1	0	0	0	1	1	2	0	0	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	P F P P
BRYANT-SCHWAN DESIGN TEST, PART I (CP)	2	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	2	1	0	0	0	0	1	2	0	0	0	0	0	0	P F F P
CHILDREN'S EMBEDDED FIGURES TEST (CPP)	2	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	1	0	1	1	0	0	0	0	0	0	0	2	0	0	0	0	P G P P
DIAGNOSTIC READING TEST A Test of Laterality Establishing Eye Dominance (MPC)	0	0	0	0	0	0	0	0	2	0	1	0	0	0	0	1	1	1	2	0	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DIAGNOSTIC READING TEST Visual Skills Discriminating Between Similarities and Differences (MPC)	0	0	2	0	0	0	0	0	2	0	1	0	0	0	0	1	1	1	2	0	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
GESELL DEVELOPMENTAL KIT Munroe Visual Tests Visual One (WPS)	1	1	2	0	1	0	0	0	2	1	1	0	0	0	0	1	1	1	2	0	0	1	2	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
GESELL DEVELOPMENTAL KIT Right and Left Naming R & L (WPS)	0	0	2	0	1	0	0	0	2	1	1	1	1	0	0	1	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
HARRIS TEST OF LATERAL DOMINANCE Binocular Tests (PC)	0	0	0	0	0	0	0	0	2	0	1	0	0	0	1	0	1	1	1	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
HARRIS TEST OF LATERAL DOMINANCE Knowledge of Right and Left (PC)	0	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	0	0	0	0	0	1	0	0	P F P P
HARRIS TEST OF LATERAL DOMINANCE Monocular Tests (PC)	0	0	0	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
HISKEY-NEBRASKA TEST OF LEARNING APTITUDE Picture Identification (MSH)	2	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	0	1	2	1	0	1	1	0	0	0	0	0	0	1	0	2	P G P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent / Factorial	Experimental / Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	[illegible]
ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES, REVISED Visual Closure (WPS)	1	1	2	1	1	0	0	0	2	0	1	1	1	1	1	0	1	1	2	0	0	1	1	1	0	1	1	0	0	1	0	2	0	1	3	2	P F P F
JORDAN LEFT-RIGHT REVERSAL TEST (ATP)	2	0	2	0	2	0	0	0	2	0	1	1	1	0	1	1	1	1	2	2	1	1	2	1	0	1	1	1	1	[illegible]	3	0	0	0	0	2	P F G P
MARIANNE FROSTIG DEVELOPMENTAL TEST OF VISUAL PERCEPTION Constancy of Shape (CPP)	1	1	2	0	0	0	0	0	2	0	1	1	0	0	1	0	1	1	2	1	0	1	1	1	0	0	0	0	0	0	0	2	0	0	0	2	P F P P
MARIANNE FROSTIG DEVELOPMENTAL TEST OF VISUAL PERCEPTION Figure-Ground (CPP)	1	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	1	0	1	1	1	0	0	0	0	0	0	0	3	0	0	0	2	P G P P
MARIANNE FROSTIG DEVELOPMENTAL TEST OF VISUAL PERCEPTION Position in Space (CPP)	1	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	1	0	1	2	1	0	0	0	0	0	0	0	1	0	0	0	2	P G P P
MARIANNE FROSTIG DEVELOPMENTAL TEST OF VISUAL PERCEPTION Spatial Relationships (CPP)	1	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	1	0	1	1	1	0	0	0	0	0	0	0	2	0	0	0	2	P F P P
MARIANNE FROSTIG DEVELOPMENTAL TEST OF VISUAL PERCEPTION Total (CPP)	1	1	2	0	1	0	0	0	2	0	1	1	0	0	1	0	1	1	2	1	0	0	1	1	0	0	0	0	0	0	0	2	0	0	0	2	P F P P
MODALITY PREFERENCE TEST Combined Visual (IDS)	0	0	0	0	0	0	0	0	0	0	0	1	1	1	0	0	0	1	2	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
MOORE EYE-HAND COORDINATION AND COLOR-MATCHING TEST Color Matching (JEM)	0	1	1	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	0	1	1	1	0	1	1	0	0	1	0	0	0	0	1	0	0	P G P P
MOTOR-FREE VISUAL PERCEPTION TEST (ATP)	3	1	2	0	0	0	0	0	2	2	1	1	1	1	1	1	1	1	2	0	1	1	2	1	0	1	1	0	1	1	0	2	0	0	0	2	P G F P
PICTORIAL TEST OF INTELLIGENCE Form Discrimination (HMC)	2	1	2	0	1	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	0	1	2	1	1	0	1	1	0	0	0	0	0	1	0	1	P F P P
PRIMARY MENTAL ABILITIES - GRADES 2-4 Perceptual Speed (SRA)	1	1	2	0	0	1	1	1	2	0	0	1	1	1	1	1	1	1	2	1	1	1	2	1	1	1	1	1	1	0	1	0	0	1	2	2	P G F P
PUBLIC SCHOOL PRIMARY INTELLIGENCE TEST Memory Total (BMC)	0	1	1	0	0	0	0	0	1	0	1	1	0	0	0	0	1	0	2	2	1	1	1	0	1	1	0	0	1	1	0	0	0	0	0	2	P P F P
PUBLIC SCHOOL PRIMARY INTELLIGENCE TEST Memory Visual (BMC)	0	1	2	0	0	0	0	0	1	0	1	1	0	1	0	0	1	1	2	2	1	1	1	0	1	1	0	0	1	1	0	0	0	1	0	2	P F F P
PUBLIC SCHOOL PRIMARY INTELLIGENCE TEST Reading Aptitude Letter Matching (BMC)	0	1	2	0	0	0	0	0	1	0	0	0	0	1	0	1	1	0	2	2	1	1	1	0	1	1	0	0	1	1	0	0	0	1	0	2	P P F P
PUPIL RECORD OF EDUCATIONAL BEHAVIOR Visual-Motor Perception (TRC)	1	0	1	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	2	0	1	0	0	0	0	0	0	0	1	2	0	0	0	0	0	0	P F P P
QUICK NEUROLOGICAL SCREENING TEST Double Simultaneous Stimulation of Hand and Cheek (ATP)	2	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	0	1	1	1	1	1	0	0	0	1	0	0	0	0	0	0	P F P P
QUICK NEUROLOGICAL SCREENING TEST Eye Tracking (ATP)	2	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	0	1	[illegible]	1	1	1	0	0	0	1	0	0	0	0	0	0	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustrations & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-E
QUICK NEUROLOGICAL SCREENING TEST Left-Right Discrimination (ATP)	0	0	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	0	1	1	1	1	1	0	0	0	0	0	0	0	0	0	0	P F P P
QUICK NEUROLOGICAL SCREENING TEST Palm Form Recognition (ATP)	2	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	0	1	1	1	1	1	0	0	0	1	0	0	0	0	0	0	P F P P
ROSNER PERCEPTUAL SURVEY Optometric Subscales Cover (LRDC)	0	0	2	0	0	0	0	0	2	0	1	1	1	0	0	0	1	1	2	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
ROSNER PERCEPTUAL SURVEY Optometric Subscales Near Point of Convergence (LRDC)	0	0	2	0	0	0	0	0	2	0	1	1	1	0	0	0	1	1	2	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
ROSNER PERCEPTUAL SURVEY Optometric Subscales Near Visual Acuity (LRDC)	0	0	2	0	0	0	0	0	2	0	1	0	0	0	0	0	1	1	2	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
ROSNER PERCEPTUAL SURVEY Optometric Subscales Retinoscopy (LRDC)	0	0	2	0	0	0	0	0	2	0	1	0	0	0	0	0	1	1	2	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
ROSNER PERCEPTUAL SURVEY Optometric Subscales Stereopsis (LRDC)	0	0	2	0	0	0	0	0	2	0	1	0	0	0	0	0	1	1	2	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
ROSNER PERCEPTUAL SURVEY Optometric Subscales Tactual-Visual (LRDC)	0	0	2	0	0	0	0	0	2	0	1	1	1	0	0	0	1	1	2	0	0	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
ROSNER PERCEPTUAL SURVEY Total Score (LRDC)	0	1	2	0	0	0	0	0	2	0	1	0	0	0	0	0	1	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
SCREENING TESTS TO BE USED BY THE CLASSROOM TEACHER Haptic Letter Recognition Test (ATP)	0	0	1	0	0	0	0	0	1	0	1	1	1	0	0	0	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
SCREENING TESTS TO BE USED BY THE CLASSROOM TEACHER Piaget Right-Left Awareness Test (ATP)	0	0	2	0	0	0	0	0	2	0	0	0	1	0	0	0	1	1	2	0	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
SLINGERLAND SCREENING TESTS FOR IDENTIFYING CHILDREN WITH SPECIFIC LANGUAGE DISABILITY - FORM A Visual Discrimination (EPS)	0	0	2	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	2	2	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
SLINGERLAND SCREENING TESTS FOR IDENTIFYING CHILDREN WITH SPECIFIC LANGUAGE DISABILITY - FORM B Visual Discrimination (EPS)	0	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	0	2	2	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
SOUTHERN CALIFORNIA SENSORY INTEGRATION TESTS Double Tactile Stimuli Perception (WPS)	1	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	0	1	2	0	0	1	1	0	0	0	0	0	0	0	0	1	P G P P
SOUTHERN CALIFORNIA SENSORY INTEGRATION TESTS Figure-Ground Perception (WPS)	1	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	0	1	2	0	0	1	1	0	0	0	0	0	0	0	0	1	P G P P
SOUTHERN CALIFORNIA SENSORY INTEGRATION TESTS Finger Identification Left Hand (WPS)	1	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	0	1	2	0	0	1	1	0	0	0	0	0	0	0	0	1	P G P P
SOUTHERN CALIFORNIA SENSORY INTEGRATION TESTS Finger Identification Right Hand (WPS)	1	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	0	1	2	0	0	1	1	0	0	0	0	0	0	0	0	1	P G P P
SOUTHERN CALIFORNIA SENSORY INTEGRATION TESTS Finger Identification Total (WPS)	1	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	0	1	2	0	0	1	1	0	0	0	0	0	0	0	0	1	P G P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
SOUTHERN CALIFORNIA SENSORY INTEGRATION TESTS Graphesthesia Left Hand (WPS)	1	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	0	1	0	0	0	1	1	0	0	0	0	0	0	0	0	1	P G P P
SOUTHERN CALIFORNIA SENSORY INTEGRATION TESTS Graphesthesia Right Hand (WPS)	1	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	0	1	0	0	0	1	1	0	0	0	0	0	0	0	0	1	P G P P
SOUTHERN CALIFORNIA SENSORY INTEGRATION TESTS Graphesthesia Total (WPS)	1	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	0	1	0	0	0	1	1	0	0	0	0	0	0	0	0	1	P G P P
SOUTHERN CALIFORNIA SENSORY INTEGRATION TESTS Localization of Tactile Stimuli Left Hand (WPS)	1	0	2	0	0	0	0	0	0	0	1	1	1	1	1	0	1	1	2	0	0	1	1	0	0	1	1	0	0	0	0	0	0	0	0	1	P F P P
SOUTHERN CALIFORNIA SENSORY INTEGRATION TESTS Localization of Tactile Stimuli Right Hand (WPS)	1	0	2	0	0	0	0	0	0	0	1	1	1	1	1	0	1	1	2	0	0	1	1	0	0	1	1	0	0	0	0	0	0	0	0	1	P F P P
SOUTHERN CALIFORNIA SENSORY INTEGRATION TESTS Localization of Tactile Stimuli Total (WPS)	1	0	2	0	0	0	0	0	0	0	1	1	1	1	1	0	1	1	2	0	0	1	1	0	0	1	1	0	0	0	0	0	0	0	0	1	P F P P
SOUTHERN CALIFORNIA SENSORY INTEGRATION TESTS Manual Form Perception Left Hand (WPS)	1	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	0	1	2	0	0	1	1	0	0	0	0	0	0	0	0	1	P F P P
SOUTHERN CALIFORNIA SENSORY INTEGRATION TESTS Manual Form Perception Right Hand (WPS)	1	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	0	1	2	0	0	1	1	0	0	0	0	0	0	0	0	1	P F P P
SOUTHERN CALIFORNIA SENSORY INTEGRATION TESTS Manual Form Perception Total (WPS)	1	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	0	1	2	0	0	1	1	0	0	0	0	0	0	0	0	1	P F P P
SOUTHERN CALIFORNIA SENSORY INTEGRATION TESTS Position in Space (WPS)	1	0	1	0	0	0	0	0	2	0	1	1	1	1	0	0	1	1	2	0	0	1	1	0	0	1	1	0	0	0	0	0	0	0	0	1	P F P P
SOUTHERN CALIFORNIA SENSORY INTEGRATION TESTS Right-Left Discrimination (WPS)	1	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	0	1	1	0	0	1	1	0	0	0	0	0	0	0	0	1	P G P P
STANDARD READING TESTS Aural Discrimination Test (ACER)	0	0	2	0	0	0	0	0	2	0	1	0	1	0	0	0	1	1	2	0	1	1	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
STANDARD READING TESTS Visual Discrimination and Orientation Test (ACER)	0	0	2	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
SYMPTOMATOLOGY AND IDENTIFICATION OF A CHILD WITH LEARNING DISABILITIES Vision (PI)	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
TACK FORM TEST (IDS)	1	1	2	0	0	0	0	1	2	0	1	1	1	0	0	0	1	1	2	0	1	1	2	0	0	0	0	0	0	[illegible]	0	0	0	0	0	0	P F P P
TEXTURE TEST (IDS)	0	0	2	0	0	0	0	1	0	0	0	1	0	0	0	0	1	1	2	0	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
THREE-DIMENSIONAL TEST FOR VISUALIZATION SKILL Level I Shape Identification (ATP)	0	1	2	0	0	0	0	0	1	0	1	0	0	0	0	1	0	1	1	2	1	1	0	0	0	0	0	0	1	2	0	0	0	0	0	0	P P P P
THREE-DIMENSIONAL TEST FOR VISUALIZATION SKILL Level I Size Perception (ATP)	0	1	2	0	0	0	0	0	1	0	1	0	0	0	0	1	0	1	1	2	1	1	0	0	0	0	0	0	1	2	0	0	0	0	0	0	P P P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
THREE-DIMENSIONAL TEST FOR VISUALIZATION SKILL Level I Total (ATP)	0	1	2	0	0	0	0	0	1	0	1	0	0	0	0	1	0	1	1	2	1	1	0	0	0	0	0	0	1	2	0	0	0	0	0	0	P P P P
THREE-DIMENSIONAL TEST FOR VISUALIZATION SKILL Level I Visual Equilibrium (ATP)	0	0	2	0	0	0	0	0	1	0	1	0	0	0	0	1	0	1	1	2	1	1	0	0	0	0	0	0	1	2	0	0	0	0	0	0	P P P P
22B. *Auditory Perception*																																					
ADVANCED TESTS OF CENTRAL AUDITORY ABILITIES (PLS)	0	0	2	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	0	1	1	0	0	0	1	0	0	0	0	0	1	P F P P
AUDITORY ANALYSIS TEST (LRDC)	3	0	2	0	0	1	0	0	1	1	1	1	0	0	1	1	1	1	2	0	0	1	2	0	0	0	1	0	0	0	0	0	0	0	0	0	P F P P
AUDITORY DISCRIMINATION TEST (REVISED 1973) (LRA)	3	1	2	0	2	0	0	1	2	0	1	1	1	1	1	1	1	1	2	0	1	1	2	1	0	1	1	0	1	1	0	0	0	0	0	0	F G F P
AUDITORY MOTOR TEST (DRUM TEST) (IDS)	0	0	0	0	0	0	0	0	0	0	0	1	1	1	0	0	0	1	2	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
BASIC EDUCATIONAL SKILLS INVENTORY, READING - LEVEL B Final Consonant Sounds (Pictorial) (SEI)	0	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P G P P
BASIC EDUCATIONAL SKILLS INVENTORY, READING - LEVEL B Initial Consonant and Vowel Sounds (Pictorial) (SEI)	0	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P G P P
BASIC EDUCATIONAL SKILLS INVENTORY, READING - LEVEL B Rhyming Sounds (SEI)	0	0	2	0	0	0	0	0	2	0	1	1	1	1	0	1	1	1	2	0	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
COMPOSITE AUDITORY PERCEPTION TEST Part 2 Vowel Discrimination (ACSD)	1	0	2	0	0	0	0	1	2	0	1	1	1	1	1	0	1	1	2	2	1	0	2	1	0	0	1	0	1	1	0	0	0	0	0	0	P G F P
DIAGNOSTIC READING SCALES Supplementary Phonics Tests Auditory Discrimination (CTB)	1	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	0	1	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P G P P
ENVIRONMENTAL SOUNDS--LABELLING (IDS)	0	0	2	0	0	0	0	1	1	0	1	1	1	1	0	0	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
ENVIRONMENTAL SOUNDS--PICTURE IDENTIFICATION (IDS)	0	1	2	0	0	0	0	1	1	0	1	1	1	1	0	0	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
GATES-McKILLOP READING DIAGNOSTIC TESTS Supplementary Tests Auditory Discrimination (TCP)	0	1	2	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	2	0	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
GOLDMAN-FRISTOE TEST OF ARTICULATION Stimulability Subtest (AGS)	2	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	0	1	0	1	1	1	1	0	0	1	0	0	0	0	0	2	P F P P
GOLDMAN-FRISTOE-WOODCOCK TEST OF AUDITORY DISCRIMINATION Noise Subtest (AGS)	3	1	2	0	1	0	0	1	1	0	1	1	1	0	1	1	1	1	2	0	0	1	2	1	1	1	1	0	0	1	0	0	0	1	3	2	P F F P
GOLDMAN-FRISTOE-WOODCOCK TEST OF AUDITORY DISCRIMINATION Quiet Subtest (AGS)	3	1	2	0	1	0	0	1	1	0	1	1	1	0	1	1	1	1	2	0	0	1	2	1	1	1	1	0	0	1	0	0	0	1	0	2	P F F P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent / Factorial	Experimental/ Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-F-P
LINDAMOOD AUDITORY CONCEPTUALIZATION TEST (TRC)	2	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	1	0	1	1	2	1	0	0	1	0	1	2	0	0	0	0	0	0	P F F P
MODALITY PREFERENCE TEST Combined Auditory (IDS)	0	0	0	0	0	0	0	0	0	0	0	1	1	1	0	0	0	1	2	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
NEALE ANALYSIS OF READING ABILITY Supplementary Diagnostic Test 3 Blending and Recognition of Syllables (NFER)	0	0	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
OHIO TESTS OF ARTICULATION AND PERCEPTION OF SOUNDS Interpersonal Comparator Perception of Sounds (SH)	3	0	2	0	1	0	0	0	1	0	1	1	0	1	1	1	1	1	2	0	0	1	2	1	0	0	1	0	0	0	0	0	0	0	0	0	P F P P
OHIO TESTS OF ARTICULATION AND PERCEPTION OF SOUNDS Interpersonal Identification of Sounds (SH)	3	0	2	0	1	0	0	0	1	0	1	1	0	1	1	1	1	1	2	0	0	1	2	1	0	0	1	0	0	0	0	0	0	0	0	0	P F P P
OLIPHANT AUDITORY DISCRIMINATION MEMORY TEST (EPS)	0	1	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	1	2	1	1	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P G F P
PRITCHARD-FOX PHONEME AUDITORY DISCRIMINATION TESTS - TEST FOUR Consonant Sounds (AEA)	3	0	2	0	0	0	0	0	2	0	1	1	1	1	0	1	1	1	1	2	1	1	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F F P
PRITCHARD-FOX PHONEME AUDITORY DISCRIMINATION TESTS - TEST FOUR Initial Consonants (AEA)	3	0	2	0	0	0	0	0	2	0	1	1	1	1	0	1	1	1	1	2	1	1	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F F P
PRITCHARD-FOX PHONEME AUDITORY DISCRIMINATION TESTS - TEST FOUR Initial Sounds (AEA)	3	0	2	0	0	0	0	0	2	0	1	1	1	1	0	1	1	1	1	2	1	1	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F F P
PRITCHARD-FOX PHONEME AUDITORY DISCRIMINATION TESTS - TEST FOUR Initial Vowels (AEA)	3	1	2	0	0	0	0	0	2	0	1	1	1	1	0	1	1	1	1	2	1	1	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F F P
PRITCHARD-FOX PHONEME AUDITORY DISCRIMINATION TESTS - TEST FOUR Medial Consonants (AEA)	3	0	2	0	0	0	0	0	2	0	1	1	1	1	0	1	1	1	1	2	1	1	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F F P
PRITCHARD-FOX PHONEME AUDITORY DISCRIMINATION TESTS - TEST FOUR Medial Sounds (AEA)	3	0	2	0	0	0	0	0	2	0	1	1	1	1	0	1	1	1	1	2	1	1	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F F P
PRITCHARD-FOX PHONEME AUDITORY DISCRIMINATION TESTS - TEST FOUR Medial Vowels (AEA)	3	0	2	0	0	0	0	0	2	0	1	1	1	1	0	1	1	1	1	2	1	1	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F F P
PRITCHARD-FOX PHONEME AUDITORY DISCRIMINATION TESTS - TEST FOUR Terminal Consonants (AEA)	3	0	2	0	0	0	0	0	2	0	1	1	1	1	0	1	1	1	1	2	1	1	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F F P
PRITCHARD-FOX PHONEME AUDITORY DISCRIMINATION TESTS - TEST FOUR Terminal Sounds (AEA)	3	0	2	0	0	0	0	0	2	0	1	1	1	1	0	1	1	1	1	2	1	1	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F F P
PRITCHARD-FOX PHONEME AUDITORY DISCRIMINATION TESTS - TEST FOUR Terminal Vowels (AEA)	3	0	2	0	0	0	0	0	2	0	1	1	1	1	0	1	1	1	1	2	1	1	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F F P
PRITCHARD-FOX PHONEME AUDITORY DISCRIMINATION TESTS - TEST FOUR Total Errors (AEA)	3	1	2	0	0	0	0	0	2	0	1	1	1	1	0	1	1	1	1	2	1	1	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F F P
PRITCHARD-FOX PHONEME AUDITORY DISCRIMINATION TESTS - TEST FOUR Vowel Sounds (AEA)	3	0	2	0	0	0	0	0	2	0	1	1	1	1	0	1	1	1	1	2	1	1	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F F P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-2	0-2	G-F-P
QUICK NEUROLOGICAL SCREENING TEST Rhythm Discrimination (ATP)	2	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	0	1	0	1	1	1	0	0	0	1	0	0	0	0	0	0	P G P P
ROSNER PERCEPTUAL SURVEY Rosner-Richman Perceptual Survey Auditory Organization (LRDC)	0	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P G P P
ROSNER PERCEPTUAL SURVEY Rosner-Richman Perceptual Survey Auditory-Visual (LRDC)	0	1	2	0	0	0	0	0	2	0	1	0	0	0	0	0	1	1	0	0	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
SCREENING TEST FOR AUDITORY PERCEPTION Part III (ATP)	0	0	2	0	0	0	0	1	2	0	1	1	1	1	1	1	0	1	1	2	1	1	2	1	1	1	1	0	1	0	0	0	0	0	1	2	P F F P
SCREENING TEST FOR AUDITORY PERCEPTION Part V (ATP)	0	0	2	0	0	0	0	1	2	0	1	1	1	1	1	1	0	1	1	2	1	1	2	1	1	1	1	0	1	0	0	0	0	0	0	2	P F F P
SCREENING TEST FOR AUDITORY PERCEPTION Total Raw Score (ATP)	0	0	1	0	0	0	0	1	2	0	1	1	1	1	1	1	0	1	1	2	1	0	2	1	1	1	1	0	1	0	2	0	0	0	3	2	P F F P
SHORT TERM AUDITORY RETRIEVAL AND STORAGE TEST (PLS)	1	0	2	0	0	0	0	0	2	0	1	1	1	1	1	0	1	1	1	2	1	0	2	0	1	0	1	0	1	1	0	0	0	1	0	0	P F F P
TENVAD: TEST OF NONVERBAL AUDITORY DISCRIMINATION (FPC)	1	2	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	2	1	1	2	1	0	0	0	0	1	1	0	2	0	1	0	0	P F F P
TEST OF LISTENING ACCURACY IN CHILDREN (CRA)	1	1	1	0	0	0	0	0	1	0	1	0	1	1	1	1	1	0	1	0	1	0	2	1	1	0	0	0	0	0	0	2	0	1	3	1	P F P P
TESTING-TEACHING MODULE OF AUDITORY DISCRIMINATION Diagnostic Test Final Consonant Blend and Consonant Digraph Sounds (ATP)	2	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	1	1	1	1	1	1	0	0	1	3	0	0	0	0	0	0	P G F P
TESTING-TEACHING MODULE OF AUDITORY DISCRIMINATION Diagnostic Test Final Consonant Sounds (ATP)	2	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	1	1	1	1	1	1	0	0	1	3	0	0	0	0	0	0	P G F P
TESTING-TEACHING MODULE OF AUDITORY DISCRIMINATION Diagnostic Test Initial Consonant Blend (ATP)	2	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	1	1	1	1	1	1	0	0	1	3	0	0	0	0	0	0	P G F P
TESTING-TEACHING MODULE OF AUDITORY DISCRIMINATION Diagnostic Test Initial Consonant Sounds (ATP)	2	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	1	1	1	1	1	1	0	0	1	3	0	0	0	0	0	0	P G F P
TESTING-TEACHING MODULE OF AUDITORY DISCRIMINATION Diagnostic Test Vowel Sounds: Long and Short Vowels, Vowel Combinations (ATP)	2	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	1	1	1	1	1	1	0	0	1	3	0	0	0	0	0	0	P G F P
TESTING-TEACHING MODULE OF AUDITORY DISCRIMINATION Test of Auditory Discrimination (ATP)	2	1	2	0	0	0	2	0	1	0	1	1	1	1	1	1	1	1	2	0	1	0	1	1	1	1	0	0	1	3	0	0	0	0	0	0	P F F P
WORD INTELLIGIBILITY BY PICTURE IDENTIFICATION List I (SH)	2	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	0	1	2	1	1	0	0	0	0	0	0	0	0	0	0	0	P G P P
WORD INTELLIGIBILITY BY PICTURE IDENTIFICATION List II (SH)	2	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	0	1	2	1	1	0	0	0	0	0	0	0	0	0	0	0	P G P P
WORD INTELLIGIBILITY BY PICTURE IDENTIFICATION List III (SH)	2	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	0	1	2	1	1	0	0	0	0	0	0	0	0	0	0	0	P G P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-E
WORD INTELLIGIBILITY BY PICTURE IDENTIFICATION List IV (SH)	2	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	0	1	2	1	1	0	0	0	0	0	0	0	0	0	0	0	P G P P
23. PSYCHOMOTOR SKILLS																																					
BASIC SCREENING AND REFERRAL FORM FOR CHILDREN WITH SUSPECTED LEARNING AND BEHAVIORAL DISABILITIES (FP)	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	2	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
DEVEREUX TEST OF EXTREMITY COORDINATION Total Motor Functioning (DFP)	2	1	2	0	0	0	0	0	2	0	1	0	0	0	0	0	1	1	2	0	1	1	1	0	0	0	1	0	1	2	0	0	0	0	3	0	P P P P
DYSLEXIA SCHEDULE (EPS)	2	0	0	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	2	0	1	1	2	1	1	1	0	0	1	1	0	0	0	0	0	0	P F F P
EDUCATIONAL DEVELOPMENTAL PROGRAM - KIT I: EDUCATIONAL EVALUATION (BSP)	0	1	0	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	2	0	0	0	0	P F P P
FROSTIG MOVEMENT SKILLS TEST BATTERY Total (CPP)	2	1	2	0	0	0	0	1	1	0	1	0	1	1	1	1	1	1	2	0	1	0	1	1	0	0	1	0	1	0	0	0	0	0	0	0	F F P P
HARRIS TEST OF LATERAL DOMINANCE Hand Dominance - Total (PC)	0	0	2	0	0	0	0	0	2	0	0	0	1	0	0	1	1	1	2	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
INITIAL LEARNING ASSESSMENT Perceptual-Motor Functions (ATP)	0	1	1	0	0	0	0	0	2	0	1	0	0	0	0	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
LINCOLN-OSERETSKY MOTOR DEVELOPMENT SCALE (CHS)	3	2	2	0	0	0	0	0	2	2	1	1	1	1	1	1	1	1	2	0	1	0	0	1	1	1	1	0	1	0	0	2	0	0	3	1	P G P P
McCARTHY SCALES OF CHILDREN'S ABILITIES Motor (PC)	1	1	1	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	2	0	1	0	0	1	0	1	1	1	0	1	1	2	0	0	3	2	P F P F
MOTOR PROBLEMS INVENTORY (WPS)	2	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	0	0	1	0	1	1	0	1	1	0	0	0	0	0	0	P F P P
OSERETSKY TESTS OF MOTOR PROFICIENCY Motor Level (AGS)	0	1	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
PSYCHOEDUCATIONAL INVENTORY OF BASIC LEARNING ABILITIES (FP)	0	2	0	0	0	0	0	0	1	0	1	1	1	0	0	1	1	1	1	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	P F P P
QUICK NEUROLOGICAL SCREENING TEST Total (ATP)	2	1	1	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	0	0	0	1	1	1	0	0	0	2	0	0	0	0	0	0	P F P P
QUICK SCREENING SCALE OF MENTAL DEVELOPMENT General Mental Level (PA)	1	1	1	0	0	0	0	0	1	0	1	1	0	0	0	0	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	P P P P
ROSNER PERCEPTUAL SURVEY Rosner-Richman Perceptual Survey Total (LRDC)	0	0	1	0	0	0	0	0	1	0	0	1	1	0	0	0	1	1	2	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
TEST OF MOTOR IMPAIRMENT (BEP)	3	1	2	0	1	2	0	1	2	0	1	0	0	0	1	1	1	1	2	0	1	1	1	1	0	0	0	0	1	0	0	0	0	0	0	0	F F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evolutional				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	[illegible]
184. Fine Motor Skills																																					
ARTHUR POINT SCALE OF PERFORMANCE TEST, REVISED FORM II Seguin Form Board (Arthur Revision) (PC)	0	1	2	0	0	0	0	0	1	0	1	1	0	0	1	1	1	1	2	0	0	1	2	0	0	0	1	0	0	0	0	0	0	1	0	2	P F P P
ARTHUR POINT SCALE OF PERFORMANCE TEST, REVISED FORM II Total Point Score - Healy Picture Completion Omitted (PC)	0	1	1	0	0	0	0	0	1	0	1	1	0	0	1	1	1	1	2	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	2	P F P P
ARTHUR POINT SCALE OF PERFORMANCE TEST, REVISED FORM II Total Point Score - Porteus Maze Omitted (PC)	0	1	1	0	0	0	0	0	1	0	1	1	0	0	1	0	1	1	2	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	2	P F P P
BABCOCK TEST OF MENTAL EFFICIENCY Motor A (WPS)	0	2	1	0	0	0	0	0	0	0	1	1	1	0	1	1	1	1	2	0	0	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	P F P P
BABCOCK TEST OF MENTAL EFFICIENCY Motor B (WPS)	0	1	1	0	0	0	0	0	2	0	1	1	1	1	0	1	1	1	2	0	0	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	P F P P
BABCOCK TEST OF MENTAL EFFICIENCY Motor Control (WPS)	0	1	2	0	0	0	0	0	1	0	1	1	1	0	0	1	1	1	2	0	0	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	P F P P
BENDER GESTALT TEST FOR YOUNG CHILDREN (KOPPITZ SCORING SYSTEM) Developmental Score (WPS)	2	1	2	0	1	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	0	1	0	1	1	0	1	0	0	1	0	0	0	0	0	0	P F P P
BENDER GESTALT TEST FOR YOUNG CHILDREN (KOPPITZ SCORING SYSTEM) Evaluation for Brain Injury (WPS)	2	1	2	0	2	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	P F P P
BENDER GESTALT TEST FOR YOUNG CHILDREN (KOPPITZ SCORING SYSTEM) Number of Emotional Indicators (WPS)	2	1	2	0	1	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	P F P P
BENDER VISUAL MOTOR GESTALT TEST FOR CHILDREN (WPS)	1	1	2	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	P F P P
BIMODAL REACTION TIME TEST (IDS)	0	0	0	0	0	0	0	0	0	0	1	1	1	1	0	0	1	1	2	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
DENNIS VISUAL PERCEPTION SCALE Design 1 (WPS)	2	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	2	1	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	P F P P
DENNIS VISUAL PERCEPTION SCALE Design 2 (WPS)	2	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	2	1	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	P F P P
DENNIS VISUAL PERCEPTION SCALE Design 3 (WPS)	2	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	2	1	0	1	0	0	1	1	0	0	0	0	0	0	0	0	2	P F P P
DENNIS VISUAL PERCEPTION SCALE Design 4 (WPS)	2	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	2	1	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	P F P P
DENNIS VISUAL PERCEPTION SCALE Design 5 (WPS)	2	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	2	1	0	1	0	0	1	1	0	0	0	0	0	0	0	0	2	P F P P
DENNIS VISUAL PERCEPTION SCALE Design 6 (WPS)	2	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	2	1	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-F-P
DENNIS VISUAL PERCEPTION SCALE Design 7 (WPS)	2	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	2	1	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	P F P P
DENNIS VISUAL PERCEPTION SCALE Design 8 (WPS)	2	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	2	1	0	1	0	0	1	1	0	0	0	0	0	0	0	0	2	P F P P
DENNIS VISUAL PERCEPTION SCALE Design 9 (WPS)	2	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	2	1	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	P F P P
DENNIS VISUAL PERCEPTION SCALE Design 10 (WPS)	2	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	2	1	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	P F P P
DENNIS VISUAL PERCEPTION SCALE Design 11 (WPS)	2	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	2	1	0	1	0	0	1	1	0	0	0	0	0	0	0	0	2	P F P P
DENNIS VISUAL PERCEPTION SCALE Design 12 (WPS)	2	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	2	1	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	P F P P
DENNIS VISUAL PERCEPTION SCALE Design 13 (WPS)	2	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	2	1	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	P F P P
DENNIS VISUAL PERCEPTION SCALE Design 14 (WPS)	2	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	2	1	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	P F P P
DENNIS VISUAL PERCEPTION SCALE Design 15 (WPS)	2	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	2	1	0	1	0	0	1	1	0	0	0	0	0	0	0	0	2	P F P P
DENNIS VISUAL PERCEPTION SCALE Design 16 (WPS)	2	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	2	1	0	1	0	0	1	1	0	0	0	0	0	0	0	0	2	P F P P
DENNIS VISUAL PERCEPTION SCALE Design 17 (WPS)	2	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	2	1	0	1	0	0	1	1	0	0	0	0	0	0	0	0	2	P F P P
DENNIS VISUAL PERCEPTION SCALE Design 18 (WPS)	2	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	2	1	0	1	0	0	1	1	0	0	0	0	0	0	0	0	2	P F P P
DENNIS VISUAL PERCEPTION SCALE Design 19 (WPS)	2	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	2	1	0	1	0	0	1	1	0	0	0	0	0	0	0	0	2	P F P P
DENNIS VISUAL PERCEPTION SCALE Design 20 (WPS)	2	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	2	1	0	1	0	0	1	1	0	0	0	0	0	0	0	0	2	P F P P
DETROIT TEST OF LEARNING APTITUDE Motor Speed and Precision (BMC)	0	1	2	0	0	0	0	0	2	0	1	1	0	1	1	1	1	1	1	0	0	1	1	1	1	1	1	0	0	0	0	0	0	1	0	1	P F P P
DEVELOPMENTAL TEST OF VISUAL-MOTOR INTEGRATION (FPC)	2	1	2	0	2	0	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	1	0	0	0	1	1	0	0	2	0	0	0	0	0	2	P G F P
DEVEREUX TEST OF EXTREMITY COORDINATION Fine Motor Ability (DFP)	2	0	2	0	0	0	0	0	2	0	1	0	0	0	0	1	1	1	2	0	1	1	2	0	0	0	1	0	1	2	0	0	0	0	3	0	P F F P
FROSTIG MOVEMENT SKILLS TEST BATTERY Bead Stringing (CPP)	2	1	2	2	0	C	0	1	2	1	1	1	1	1	1	0	1	1	2	0	1	1	2	1	0	1	0	0	1	0	0	1	0	0	3	2	P G P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES			
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION				
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form							
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P			
FROSTIG MOVEMENT SKILLS TEST BATTERY Block Transfer (CPP)	2	1	2	2	0	0	0	1	1	1	1	1	1	0	1	0	1	1	2	0	1	1	2	1	0	1	0	0	1	0	0	1	0	0	0	2	P	F	P	P
FROSTIG MOVEMENT SKILLS TEST BATTERY Fist - Edge - Palm (CPP)	2	1	2	2	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	0	1	1	1	1	0	1	0	0	1	0	0	1	0	1	0	1	P	G	P	P
FROSTIG MOVEMENT SKILLS TEST BATTERY Hand-Eye Coordination (CPP)	2	2	2	0	0	0	0	1	1	0	1	1	1	0	1	0	1	1	2	0	1	1	1	1	0	0	1	0	1	0	0	0	0	0	0	0	P	F	P	P
GESELL DEVELOPMENTAL KIT Copy Forms (WPS)	0	1	2	0	1	0	0	0	2	1	1	1	0	0	1	1	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P	F	P	P
GESELL DEVELOPMENTAL KIT Incomplete Man (WPS)	0	1	2	0	1	0	0	0	2	1	1	0	0	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P	F	P	P
HARRIS TEST OF LATERAL DOMINANCE Dealing Cards (PC)	0	0	2	0	0	0	0	0	2	0	1	1	0	1	1	1	1	1	2	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P	F	P	P
HARRIS TEST OF LATERAL DOMINANCE Eye Dominance - Total (PC)	0	0	2	0	0	0	0	0	2	0	1	0	0	0	1	1	1	1	1	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P	F	P	P
HARRIS TEST OF LATERAL DOMINANCE Handwriting (PC)	0	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P	F	P	P
HARRIS TEST OF LATERAL DOMINANCE Simultaneous Writing (PC)	0	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P	F	P	P
HARRIS TEST OF LATERAL DOMINANCE Tapping (PC)	0	0	2	0	0	0	0	0	2	0	1	0	0	0	0	1	1	1	2	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P	F	P	P
MANUAL ACCURACY AND SPEED TEST Alternate Tapping (LIC)	1	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	P	P	P	P
MANUAL ACCURACY AND SPEED TEST Large Peg Placement (LIC)	1	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	P	P	P	P
MANUAL ACCURACY AND SPEED TEST Nails Transfer (LIC)	1	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	P	P	P	P
MANUAL ACCURACY AND SPEED TEST Small Peg Placement (LIC)	1	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	P	P	P	P
MANUAL ACCURACY AND SPEED TEST Steadiness (LIC)	1	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	P	P	P	P
MARIANNE FROSTIG DEVELOPMENTAL TEST OF VISUAL PERCEPTION Eye-Motor Coordination (CPP)	1	1	2	0	0	0	0	0	2	0	1	1	1	1	1	0	1	1	2	1	0	1	1	1	0	0	0	0	0	0	0	1	0	0	0	2	P	F	P	P
McCARTHY SCALES OF CHILDREN'S ABILITIES Perceptual-Performance (PC)	1	1	1	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	0	0	1	0	1	1	1	0	1	2	0	0	0	3	2	P	F	P	P
MINNESOTA PERCEPTO-DIAGNOSTIC TEST DCD - Distortion Circle-Diamond (CPPC)	3	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	0	1	0	1	0	0	0	0	0	2	0	0	0	0	0	0	P	F	P	P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT					COMPREHENSION			INSTRUCTIONS			FORMAT					ADMINISTRATION					INTERPRETATION						RELIABILITY						
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational	CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence	POWER/SPEED TEST	RECORDING ANSWERS	Testing Group Size	Administrator	Time	EASE OF SCORING	QUALITY OF MANUAL	Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter	CAN DECISIONS BE MADE?	Test — Retest	Internal Consistency	Alternate Form	REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-3	0-3	0-1	0-3	0-2	G-P
MINNESOTA PERCEPTO-DIAGNOSTIC TEST DD - Distortion Dots (CPPC)	3	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	0	1	0	1	0	0	0	0	0	2	0	0	0	0	0	0	P F P P
MINNESOTA PERCEPTO-DIAGNOSTIC TEST Rotation (CPPC)	3	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	0	1	1	1	0	0	0	0	0	2	0	0	0	0	0	0	P F P P
MINNESOTA PERCEPTO-DIAGNOSTIC TEST Spcd - Separation (CPPC)	3	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	0	1	0	1	0	0	0	0	0	2	0	0	0	0	0	0	P F P P
MINNESOTA PERCEPTO-DIAGNOSTIC TEST Total Score (CPPC)	3	2	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	0	1	0	1	0	0	1	0	0	2	1	1	1	0	0	2	P F P P
MOORE EYE-HAND COORDINATION AND COLOR-MATCHING TEST Speed of Eye-Hand Coordination (JEM)	0	1	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	0	1	1	2	0	1	1	0	0	1	0	0	0	0	1	3	1	P G P P
OSERETSKY TESTS OF MOTOR PROFICIENCY Dynamic Manual (AGS)	0	1	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
OSERETSKY TESTS OF MOTOR PROFICIENCY Speed (AGS)	0	0	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
PORTEUS MAZE TESTS Qualitative Score (PC)	1	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	0	1	1	0	1	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
PRIMARY VISUAL MOTOR TEST (GS)	2	1	2	0	1	1	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	0	0	1	0	1	1	0	1	0	0	0	0	0	0	0	P F P P
QUICK NEUROLOGICAL SCREENING TEST Figure Recognition and Production (ATP)	2	1	1	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	0	1	0	1	1	1	0	0	0	1	0	0	0	0	0	0	P F P P
QUICK NEUROLOGICAL SCREENING TEST Hand Skill (Writing) (ATP)	2	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	0	1	0	1	1	1	0	0	0	1	0	0	0	0	0	0	P F P P
QUICK NEUROLOGICAL SCREENING TEST Thumb and Finger Circles (ATP)	2	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	0	1	0	1	1	1	0	0	0	1	0	0	0	0	0	0	P G P P
QUICK SCREENING SCALE OF MENTAL DEVELOPMENT Manual Performance (PA)	1	1	2	0	0	0	0	0	1	0	1	1	0	0	0	0	1	1	2	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	P P P P
ROSNER PERCEPTUAL SURVEY Rosner-Richman Perceptual Survey Gesell Copy Form (LRDC)	0	0	2	0	0	0	0	0	2	0	1	1	0	0	0	0	1	1	1	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
ROSNER PERCEPTUAL SURVEY Rosner-Richman Perceptual Survey Rutgers Drawing Test (LRDC)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	0	0	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
RUTGERS DRAWING TEST - FORM B (ASS)	2	1	2	0	0	1	1	1	2	0	1	1	1	0	1	1	1	1	2	1	1	1	0	0	0	0	1	0	1	0	0	0	0	0	0	0	P G P P
SCREENING TESTS TO BE USED BY THE CLASSROOM TEACHER Wold Digit-Symbol Test (ATP)	0	1	2	0	0	0	0	0	2	0	1	0	0	1	1	1	1	1	2	0	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
SCREENING TESTS TO BE USED BY THE CLASSROOM TEACHER Wold Visuo-Motor Test (ATP)	0	0	2	0	0	0	0	0	2	0	0	0	0	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-3	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-u-p
SLINGERLAND SCREENING TESTS FOR IDENTIFYING CHILDREN WITH SPECIFIC LANGUAGE DISABILITY - FORM A Copying - Chart (EPS)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	2	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
SLINGERLAND SCREENING TESTS FOR IDENTIFYING CHILDREN WITH SPECIFIC LANGUAGE DISABILITY - FORM A Copying - Page (EPS)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	2	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
SLINGERLAND SCREENING TESTS FOR IDENTIFYING CHILDREN WITH SPECIFIC LANGUAGE DISABILITY - FORM A Copying Total (EPS)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	2	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
SLINGERLAND SCREENING TESTS FOR IDENTIFYING CHILDREN WITH SPECIFIC LANGUAGE DISABILITY - FORM B Copying - Chart (EPS)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	2	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
SLINGERLAND SCREENING TESTS FOR IDENTIFYING CHILDREN WITH SPECIFIC LANGUAGE DISABILITY - FORM B Copying - Page (EPS)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	2	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
SLINGERLAND SCREENING TESTS FOR IDENTIFYING CHILDREN WITH SPECIFIC LANGUAGE DISABILITY - FORM B Copying Total (EPS)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	2	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
SLOSSON DRAWING COORDINATION TEST FOR CHILDREN AND ADULTS (SEP)	2	1	2	0	0	0	0	1	2	0	1	0	1	0	0	1	1	1	2	2	1	1	0	0	0	1	0	0	1	1	0	0	0	0	0	0	P F P P
SOUTHERN CALIFORNIA SENSORY INTEGRATION TESTS Design Copying (WPS)	1	0	2	0	0	0	0	0	2	0	1	1	1	1	0	0	1	1	2	0	0	1	1	0	0	1	1	0	0	0	0	0	0	0	0	1	P F P P
SOUTHERN CALIFORNIA SENSORY INTEGRATION TESTS Motor Accuracy Less Accurate Hand, Accuracy Score (WPS)	1	[illegible]	2	0	0	0	0	0	2	0	1	0	0	1	1	1	1	1	2	0	0	1	1	0	0	1	1	0	0	0	0	2	0	0	0	1	P F P P
SOUTHERN CALIFORNIA SENSORY INTEGRATION TESTS Motor Accuracy Less Accurate Hand, Adjusted Score (WPS)	1	1	2	0	0	0	0	0	2	0	1	0	0	1	1	1	1	1	2	0	0	1	1	0	0	1	1	0	0	0	0	2	0	0	0	1	P F P P
SOUTHERN CALIFORNIA SENSORY INTEGRATION TESTS Motor Accuracy More Accurate Hand, Accuracy Score (WPS)	1	1	2	0	0	0	0	0	2	0	1	0	0	1	1	1	1	1	2	0	0	1	1	0	0	1	1	0	0	0	0	2	0	0	0	1	P F P P
SOUTHERN CALIFORNIA SENSORY INTEGRATION TESTS Motor Accuracy More Accurate Hand, Adjusted Score (WPS)	1	1	2	0	0	0	0	0	2	0	1	0	0	1	1	1	1	1	2	0	0	1	1	0	0	1	1	0	0	0	0	2	0	0	0	1	P F P P
STANDARD READING TESTS Copying Abstract Figures (ACER)	0	1	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
VISUAL ANALYSIS TEST (LRDC)	1	1	2	0	0	1	0	0	2	2	1	1	1	0	1	0	1	1	2	0	1	0	1	0	0	0	0	0	1	0	0	0	0	0	3	0	P G P P
VISUAL MOTOR GESTALT TEST (AOA)	2	1	2	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	0	0	0	1	0	0	1	0	0	0	0	0	0	P F P P
WECHSLER INTELLIGENCE SCALE FOR CHILDREN - REVISED Coding (PC)	1	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	0	1	1	1	1	0	1	1	0	0	1	0	0	1	3	1	P G P P
WINTER HAVEN PERCEPTUAL TEST Incomplete Form Test (WHL)	2	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	1	1	1	0	0	0	0	0	0	1	3	0	0	0	0	0	0	P F P P
WINTER HAVEN PERCEPTUAL TEST Perceptual Form Test (WHL)	2	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	1	1	1	0	0	0	0	0	0	1	3	0	0	0	0	0	0	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-3	0-3	0-1	0-2	0-2	G-F-P
23H. Gross Motor Skills																																					
AAMD ADAPTIVE BEHAVIOR SCALE Physical Development (AAMD)	2	2	2	0	0	0	0	0	1	0	1	1	1	1	1	1	1	1	2	0	1	1	1	1	0	1	1	0	1	1	0	0	0	0	3	1	P F F P
BURKS' BEHAVIOR RATING SCALES Poor Coordination (AP)	2	1	1	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	0	1	1	1	1	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
DEVEREUX TEST OF EXTREMITY COORDINATION Perceptual Motor Activity (DFP)	2	0	2	0	0	0	0	0	2	0	1	1	0	0	1	0	1	1	2	0	1	1	2	0	0	0	1	0	1	2	0	0	0	0	3	0	P F F P
DEVEREUX TEST OF EXTREMITY COORDINATION Sequential Motor Ability (DFP)	2	0	1	0	0	0	0	0	2	0	1	0	1	0	1	1	1	1	2	0	1	1	1	0	0	0	1	0	1	2	0	0	0	0	3	0	P F P P
DEVEREUX TEST OF EXTREMITY COORDINATION Static Balance (DFP)	2	0	2	0	0	0	0	0	2	0	1	0	0	1	1	1	1	1	2	0	1	1	2	0	0	0	1	0	1	2	0	0	0	0	1	0	P F F P
DIAGNOSTIC READING TEST A Test of Laterality Establishing Hand and Foot Dominance (MPC)	0	0	0	0	0	0	0	0	2	0	1	0	0	0	0	1	1	1	2	0	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
FROSTIG MOVEMENT SKILLS TEST BATTERY Balance (CPP)	2	1	2	0	0	0	0	1	2	0	1	0	1	1	1	1	1	1	2	0	1	1	1	1	0	0	1	0	1	0	0	0	0	0	0	0	P G P P
FROSTIG MOVEMENT SKILLS TEST BATTERY Bean Bag Throw (CPP)	2	0	2	2	0	0	0	1	2	0	1	1	1	1	1	0	1	1	2	0	1	1	2	1	0	1	0	0	1	0	0	1	0	0	0	1	P G P P
FROSTIG MOVEMENT SKILLS TEST BATTERY Chair Push-Ups (CPP)	2	0	2	2	0	0	0	1	2	1	1	0	1	1	1	1	1	1	2	0	1	1	2	1	0	1	0	0	1	0	0	1	0	0	3	2	P G P P
FROSTIG MOVEMENT SKILLS TEST BATTERY Flexibility (CPP)	2	0	2	0	0	0	0	1	2	1	1	1	1	1	1	1	1	1	2	0	1	1	1	1	0	0	1	0	1	0	0	0	0	1	0	0	P G P P
FROSTIG MOVEMENT SKILLS TEST BATTERY One Foot Balance, Eyes Closed (CPP)	2	0	2	2	0	0	0	1	2	0	1	0	1	1	1	1	1	1	2	0	1	1	2	1	0	1	0	0	1	0	0	1	0	0	0	2	P G P P
FROSTIG MOVEMENT SKILLS TEST BATTERY One Foot Balance, Eyes Open (CPP)	2	0	2	2	0	0	0	1	2	0	1	0	1	1	1	1	1	1	2	0	1	1	2	1	0	1	0	0	1	0	0	1	0	0	0	1	P G P P
FROSTIG MOVEMENT SKILLS TEST BATTERY Sit-Ups (CPP)	2	0	2	2	0	0	0	1	2	1	1	0	1	1	1	1	1	1	2	0	1	1	2	1	0	1	0	0	1	0	0	2	0	0	0	1	P G P [illegible]
FROSTIG MOVEMENT SKILLS TEST BATTERY Sitting, Bending, Reaching (CPP)	2	0	2	2	0	0	0	1	2	1	1	1	1	1	1	1	1	1	2	0	1	1	2	1	0	1	0	0	1	0	0	2	0	1	3	1	P G P P
FROSTIG MOVEMENT SKILLS TEST BATTERY Strength (CPP)	2	1	1	0	0	0	0	1	2	0	1	0	1	1	1	1	1	1	2	0	1	1	1	1	0	0	1	0	1	0	0	0	0	0	0	0	P G P P
FROSTIG MOVEMENT SKILLS TEST BATTERY Visually Guided Movement (CPP)	2	0	2	0	0	0	0	1	2	0	1	1	1	1	1	0	1	1	2	0	1	1	1	1	0	0	1	0	1	0	0	0	0	0	0	0	P G P P
FROSTIG MOVEMENT SKILLS TEST BATTERY Walking Board (CPP)	2	0	2	2	0	0	0	1	2	1	1	0	1	1	1	1	1	1	2	0	1	1	2	1	0	1	0	0	1	0	0	1	0	0	0	0	P G P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-F-P
GESELL DEVELOPMENTAL KIT Right and Left Double Command (WPS)	0	1	2	0	1	0	0	0	1	1	1	1	0	0	1	1	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
GESELL DEVELOPMENTAL KIT Right and Left Single Commands (WPS)	0	1	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
HARRIS TEST OF LATERAL DOMINANCE Foot Dominance - Total (PC)	0	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
HARRIS TEST OF LATERAL DOMINANCE Hand Preferences (PC)	0	0	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
HARRIS TEST OF LATERAL DOMINANCE Strength of Grip (PC)	0	0	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
KAHN TEST OF SYMBOL ARRANGEMENT Arrangement Time (PTS)	1	0	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
KAHN TEST OF SYMBOL ARRANGEMENT Contact (PTS)	1	0	1	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
KAHN TEST OF SYMBOL ARRANGEMENT Position of Objects on Strip (PTS)	1	0	1	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
OSERETSKY TESTS OF MOTOR PROFICIENCY General Dynamic (AGS)	0	0	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
OSERETSKY TESTS OF MOTOR PROFICIENCY General Static (AGS)	0	0	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
OSERETSKY TESTS OF MOTOR PROFICIENCY Simultaneous Movements (AGS)	0	0	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
OSERETSKY TESTS OF MOTOR PROFICIENCY Synkinesia (AGS)	0	0	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
PRESCRIPTIVE TEACHING SERIES Motor Skills (PEI)	1	2	2	0	0	0	0	0	1	0	1	1	0	0	1	1	0	1	1	0	1	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	P P P P
QUICK NEUROLOGICAL SCREENING TEST Arm and Leg Extension (ATP)	1	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	0	1	0	1	1	1	0	0	0	1	0	0	0	0	0	0	P G P P
QUICK NEUROLOGICAL SCREENING TEST Finger to Nose (ATP)	2	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	0	1	0	1	1	1	0	0	0	1	0	0	0	0	0	0	P G P P
QUICK NEUROLOGICAL SCREENING TEST Rapid Hand Movements (ATP)	2	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	0	1	0	1	1	1	0	0	0	1	0	0	0	0	0	0	P G P P
QUICK NEUROLOGICAL SCREENING TEST Stand and Skip (ATP)	1	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	0	1	0	1	1	1	0	0	0	1	0	0	0	0	0	0	P G P P
QUICK NEUROLOGICAL SCREENING TEST Tandem Walk (ATP)	1	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	0	1	0	1	1	1	0	0	0	1	0	0	0	0	0	0	P G P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION		INSTRUCTIONS			FORMAT				POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-2	0-2	0-2	0-1	0-2	0-2	G-F-P
QUICK SCREENING SCALE OF MENTAL DEVELOPMENT Bodily Coordination (PA)	1	1	2	0	0	0	0	0	1	0	1	1	0	0	0	0	1	1	1	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	P P P P
ROSNER PERCEPTUAL SURVEY Optometric Subscales Pursuits (LRDC)	0	0	2	0	0	0	0	0	2	0	1	0	0	0	0	0	1	1	2	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
ROSNER PERCEPTUAL SURVEY Rosner-Richman Perceptual Survey Motor Skills (LRDC)	0	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	2	0	0	0	0	0	1	0	0	0	0	1	0	0	P F P P
ROSNER PEPCEPTUAL SURVEY Rosner-Richman Perceptual Survey Rhythmic Hop and Tap (LRDC)	0	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P G P P
SOUTHERN CALIFORNIA SENSORY INTEGRATION TESTS Bilateral Motor Coordination (WPS)	1	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	0	1	0	0	0	1	1	0	0	0	0	0	0	0	0	1	P G P P
SOUTHERN CALIFORNIA SENSORY INTEGRATION TESTS Crossing Mid-Line of Body Crossed Items Only, Left Hand (WPS)	1	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	0	1	1	0	0	1	1	0	0	0	0	0	0	0	0	1	P G P P
SOUTHERN CALIFORNIA SENSORY INTEGRATION TESTS Crossing Mid-Line of Body Crossed Items Only, Right Hand (WPS)	1	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	0	1	1	0	0	1	1	0	0	0	0	0	0	0	0	1	P G P P
SOUTHERN CALIFORNIA SENSORY INTEGRATION TESTS Crossing Mid-Line of Body Crossed Items Only, Total (WPS)	1	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	0	1	1	0	0	1	1	0	0	0	0	0	0	0	0	1	P G P P
SOUTHERN CALIFORNIA SENSORY INTEGRATION TESTS Crossing Mid-Line of Body Left Hand (WPS)	1	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	0	1	1	0	0	1	1	0	0	0	0	0	0	0	0	1	P G P P
SOUTHERN CALIFORNIA SENSORY INTEGRATION TESTS Crossing Mid-Line of Body Right Hand (WPS)	1	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	0	1	1	0	0	1	1	0	0	0	0	0	0	0	0	1	P G P P
SOUTHERN CALIFORNIA SENSORY INTEGRATION TESTS Crossing Mid-Line of Body Total (WPS)	1	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	0	1	1	0	0	1	1	0	0	0	0	0	0	0	0	1	P G P P
SOUTHERN CALIFORNIA SENSORY INTEGRATION TESTS Imitation of Postures (WPS)	1	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	0	1	0	0	0	1	1	0	0	0	0	0	0	0	0	1	P G P P
SOUTHERN CALIFORNIA SENSORY INTEGRATION TESTS Kinesthesia Left Hand (WPS)	1	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	0	1	1	0	0	1	1	0	0	0	0	0	0	0	0	1	P F P P
SOUTHERN CALIFORNIA SENSORY INTEGRATION TESTS Kinesthesia Right Hand (WPS)	1	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	0	1	1	0	0	1	1	0	0	0	0	0	0	0	0	1	P F P P
SOUTHERN CALIFORNIA SENSORY INTEGRATION TESTS Kinesthesia Total (WPS)	1	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	0	1	1	0	0	1	1	0	0	0	0	0	0	0	0	1	P F P P
SOUTHERN CALIFORNIA SENSORY INTEGRATION TESTS Standing Balance: Eyes Closed Left (WPS)	1	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	0	1	2	0	0	1	1	0	0	0	0	0	0	0	0	1	P G P P
SOUTHERN CALIFORNIA SENSORY INTEGRATION TESTS Standing Balance: Eyes Closed Right (WPS)	1	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	0	1	2	0	0	1	1	0	0	0	0	0	0	0	0	1	P G P P
SOUTHERN CALIFORNIA SENSORY INTEGRATION TESTS Standing Balance: Eyes Closed Total (WPS)	1	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	0	1	2	0	0	1	1	0	0	0	0	0	0	0	0	1	P G P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-3	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-P
SOUTHERN CALIFORNIA SENSORY INTEGRATION TESTS Standing Balance: Eyes Open Left (WPS)	1	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	0	1	2	0	0	1	1	0	0	0	0	0	0	0	0	1	P G P P
SOUTHERN CALIFORNIA SENSORY INTEGRATION TESTS Standing Balance: Eyes Open Right (WPS)	1	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	0	1	2	0	0	1	1	0	0	0	0	0	0	0	0	1	P G P P
SOUTHERN CALIFORNIA SENSORY INTEGRATION TESTS Standing Balance: Eyes Open Total (WPS)	1	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	0	1	2	0	0	1	1	0	0	0	0	0	0	0	0	1	P G P P
SYMPTOMATOLOGY AND IDENTIFICATION OF A CHILD WITH LEARNING DISABILITIES Coordination (PI)	0	1	2	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
PHYSICAL EDUCATION AND HEALTH EDUCATION																																					
34. SPORTS SKILLS																																					
34A. Athletic Skills and Physical Conditioning																																					
BURKS' BEHAVIOR RATING SCALES Poor Physical Strength (AP)	2	0	1	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	1	0	1	1	1	1	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
CAHPER FITNESS-PERFORMANCE TEST MANUAL FOR BOYS AND GIRLS 7 TO 17 YEARS OF AGE Flexed Arm Hang (CAHPER)	1	0	2	0	0	0	0	1	2	2	1	0	1	0	1	1	1	1	2	0	1	1	2	1	1	0	0	0	1	2	0	0	0	0	1	1	P G F P
CAHPER FITNESS-PERFORMANCE TEST MANUAL FOR BOYS AND GIRLS 7 TO 17 YEARS OF AGE One Minute Speed Sit-Up (CAHPER)	1	0	2	0	0	0	0	1	2	2	1	0	1	0	1	1	1	1	2	0	1	1	2	1	1	0	0	0	1	2	0	0	0	0	1	1	P G F P
CAHPER FITNESS-PERFORMANCE TEST MANUAL FOR BOYS AND GIRLS 7 TO 17 YEARS OF AGE Shuttle Run (CAHPER)	1	0	2	0	0	0	0	1	2	2	1	0	1	1	1	1	1	1	2	0	1	1	2	1	1	0	0	0	1	2	0	0	0	0	3	1	P G F P
CAHPER FITNESS-PERFORMANCE TEST MANUAL FOR BOYS AND GIRLS 7 TO 17 YEARS OF AGE Standing Broad Jump (CAHPER)	1	0	2	0	0	0	0	1	2	2	1	0	1	1	1	1	1	1	2	0	1	1	2	1	1	0	0	0	1	2	0	0	0	0	3	1	P G F P
CAHPER FITNESS-PERFORMANCE TEST MANUAL FOR BOYS AND GIRLS 7 TO 17 YEARS OF AGE 300-Yard Run (CAHPER)	1	0	2	0	0	0	0	1	2	2	1	0	1	0	1	1	1	1	2	0	1	1	2	1	1	0	0	0	1	2	0	0	0	0	3	1	P G F P
CAHPER FITNESS-PERFORMANCE TEST MANUAL FOR BOYS AND GIRLS 7 TO 17 YEARS OF AGE 50-Yard Run (CAHPER)	1	0	2	0	0	0	0	1	2	2	1	0	1	0	1	1	1	1	2	0	1	1	2	1	1	0	0	0	1	2	0	0	0	0	3	1	P G F P
DETROIT ADJUSTMENT INVENTORY - DELTA FORM Self - Status (BMC)	0	0	1	0	0	0	0	0	1	0	1	1	0	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
DEVELOPMENTAL PROFILE Physical Age (PDP)	1	1	1	0	0	0	0	0	2	1	1	1	0	0	1	1	0	1	2	0	1	0	1	1	0	0	1	0	1	0	0	0	0	0	0	0	P F P P
FROSTIG MOVEMENT SKILLS TEST BATTERY Changing Body Position (CPP)	2	0	2	2	0	0	0	1	2	1	1	0	1	1	1	1	1	1	2	0	1	1	2	1	0	1	0	0	1	0	0	2	0	0	3	2	P G P P
FROSTIG MOVEMENT SKILLS TEST BATTERY Shuttle Run (CPP)	2	0	2	2	0	0	0	1	2	1	1	0	1	1	1	1	1	1	2	0	1	1	2	1	0	1	0	0	1	0	0	1	0	0	3	2	P G P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent / Factorial	Experimental/ Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
FROSTIG MOVEMENT SKILLS TEST BATTERY Standing Broad Jump (CPP)	2	0	2	2	0	0	0	1	2	1	1	1	1	1	1	1	1	1	2	0	1	1	2	1	0	1	0	0	1	0	0	1	0	1	3	0	P G P P
SYMPTOMATOLOGY AND IDENTIFICATION OF A CHILD WITH LEARNING DISABILITIES Physical Characteristics (PI)	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
34B. Sports Knowledge																																					
35. VALUING PHYSICAL EDUCATION																																					
35A. Sportsmanship																																					
35B. Sports Enjoyment and Participation																																					
36. HEALTH HABITS AND UNDERSTANDING																																					
36A. Health and Safety Behavior and Attitudes																																					
AAMD ADAPTIVE BEHAVIOR SCALE Domestic Activity (AAMD)	2	1	1	0	0	0	0	0	1	0	1	1	1	1	1	1	1	1	2	0	1	1	1	1	0	1	1	0	1	1	0	0	0	0	0	0	P F F P
AAMD ADAPTIVE BEHAVIOR SCALE Independent Functioning (AAMD)	2	2	2	0	0	0	0	2	1	0	1	1	1	1	1	1	1	1	2	0	1	1	1	1	0	1	1	0	1	1	0	0	0	0	3	2	P G F P
BRISTOL SOCIAL-ADJUSTMENT GUIDES - THE CHILD IN RESIDENTIAL CARE Physical Conditions (NFER)	0	1	1	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
BRISTOL SOCIAL-ADJUSTMENT GUIDES - THE CHILD IN THE FAMILY Stress Symptoms Somatic Conditions (NFER)	0	0	1	0	0	0	0	0	0	0	1	1	1	0	1	1	1	1	2	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
CHILD BEHAVIOR RATING SCALE Physical Adjustment (WPS)	2	0	1	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	1	1	0	0	0	0	1	1	0	0	0	0	0	1	P F P P
DETROIT ADJUSTMENT INVENTORY - DELTA FORM Home - Status (BMC)	0	0	1	0	0	0	0	0	1	0	1	1	0	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
DETROIT ADJUSTMENT INVENTORY - DELTA FORM Self - Social (BMC)	0	0	1	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
HEALTH BEHAVIOR INVENTORY (CTB)	2	1	2	0	0	0	0	0	1	0	1	1	1	1	1	1	1	1	2	2	1	0	2	1	1	0	0	1	1	1	0	0	0	0	0	0	P F F P
PERSONALITY RATING SCALE Neatness (ETSA)	1	0	2	0	0	0	0	1	2	0	1	1	1	1	1	1	0	1	0	2	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
36B. Knowledge of Health Factors																																					

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent / Factorial	Experimental/ Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
26C. Knowledge of Life Functions																																					
ROSNER PERCEPTUAL SURVEY Rosner-Richman Perceptual Survey Identification of Body Parts (LRDC)	0	0	2	0	0	0	0	0	1	0	0	1	1	0	1	1	1	1	2	0	1	1	2	0	0	0	0	0	1	0	0	0	0	1	0	0	P F P P
26D. Knowledge of Human Sexuality																																					
27. UNDERSTANDING HAZARDS AND DISEASES																																					
27A. Knowledge of Safety Precautions																																					
27B. Knowledge of Habit-Forming Substances																																					
27C. Knowledge of Diseases and Disability																																					
Reading																																					
28. READING READINESS SKILLS																																					
STANFORD ACHIEVEMENT TEST - PRIMARY LEVEL II Basic Battery (HBJ)	3	1	0	0	0	0	0	1	1	2	1	1	0	1	1	0	1	0	2	2	1	0	2	1	1	1	0	1	1	2	0	0	0	1	3	2	P F G P
STANFORD ACHIEVEMENT TEST - PRIMARY LEVEL II Complete Battery (HBJ)	3	1	0	0	0	0	0	1	1	2	1	1	0	1	1	0	1	0	2	2	1	0	2	1	1	1	0	1	1	2	0	0	0	1	3	2	P F G P
STANFORD ACHIEVEMENT TEST - PRIMARY LEVEL II Word Study Skills (HBJ)	3	1	2	0	0	0	0	1	2	2	1	1	1	1	1	1	1	0	2	2	1	0	2	1	1	1	0	1	1	2	0	0	0	1	1	2	P G G P
28A. Listening																																					
BOTEL READING INVENTORY Word Opposites Test - Listening (FPC)	2	1	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	1	2	1	1	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P G F P
CLASSROOM READING INVENTORY Hearing Capacity Level (WCB)	1	1	1	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	0	1	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
COMPOSITE AUDITORY PERCEPTION TEST Marking Errors (ACSD)	1	0	2	0	0	0	0	1	2	0	1	1	1	1	1	0	1	1	2	2	1	0	2	1	0	0	1	0	1	1	0	0	0	0	0	0	P G F P
COMPOSITE AUDITORY PERCEPTION TEST Part 1 Discriminating Competing Messages with Dissimilar Voices (ACSD)	1	1	1	0	0	0	0	1	0	0	1	1	1	1	1	0	1	1	2	2	1	0	2	1	0	0	1	0	1	1	0	0	0	0	0	0	P F F P
COMPOSITE AUDITORY PERCEPTION TEST Part 1 Discriminating Competing Messages with Similar Voices (ACSD)	1	1	1	0	0	0	0	1	0	0	1	1	1	1	1	0	1	1	2	2	1	0	2	1	0	0	1	0	1	1	0	0	0	0	0	0	P F F P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
COMPOSITE AUDITORY PERCEPTION TEST Part 1 Selective Listening (ACSD)	1	0	2	0	0	0	0	1	1	0	1	1	1	1	1	0	1	1	2	2	1	0	2	1	0	0	1	0	1	1	0	0	0	0	0	0	P F F P
COMPOSITE AUDITORY PERCEPTION TEST Part 1 Subtotal (ACSD)	2	1	1	0	0	0	0	1	0	0	1	1	1	1	1	0	1	1	2	2	1	0	2	1	0	0	1	0	1	1	0	0	0	0	0	0	P F F P
COMPOSITE AUDITORY PERCEPTION TEST Part 3 Discrimination of Linguistic Forms (ACSD)	1	0	2	0	0	0	0	1	1	0	1	1	1	1	1	0	1	1	2	2	1	0	2	1	0	0	1	0	1	1	0	0	0	0	0	0	P F F P
COMPOSITE AUDITORY PERCEPTION TEST Part 3 Discrimination of Verb Tense Forms (ACSD)	1	0	2	0	0	0	0	1	1	0	1	1	1	1	1	0	1	1	2	2	1	0	2	1	0	0	1	0	1	1	0	0	0	0	0	0	P F F P
COMPOSITE AUDITORY PERCEPTION TEST Total Perceptual Score (ACSD)	2	2	1	0	0	0	0	1	2	0	1	1	1	1	1	0	1	1	2	2	1	0	2	1	0	0	1	0	1	1	0	0	0	0	0	0	P G F P
COOPERATIVE PRIMARY TESTS Listening - Form 12 (ETS)	3	2	1	0	0	0	0	1	1	1	1	1	0	1	1	0	1	1	2	2	1	0	2	1	1	1	0	1	1	1	0	2	2	0	3	1	P F F F
DETROIT TEST OF LEARNING APTITUDE Oral Commissions (BMC)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	0	1	1	1	1	0	1	0	0	0	0	0	0	0	0	2	P F P P
DETROIT TEST OF LEARNING APTITUDE Oral Directions (BMC)	0	0	1	0	0	0	0	0	0	0	0	1	1	0	0	0	1	1	1	0	0	1	1	1	1	0	1	0	0	0	0	0	0	0	0	2	P P P P
DEVEREUX ELEMENTARY SCHOOL BEHAVIOR RATING SCALE Comprehension (DFP)	1	0	1	0	0	0	0	0	2	0	1	1	0	0	0	1	0	1	1	0	1	1	0	1	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
DEVEREUX ELEMENTARY SCHOOL BEHAVIOR RATING SCALE Inattentive-Withdrawn (DFP)	1	0	1	0	0	0	0	0	2	0	1	1	0	0	0	1	0	1	1	0	1	1	0	1	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
DIAGNOSTIC READING SCALES Reading Passages Potential Level (CTB)	1	1	2	0	0	2	0	0	2	0	1	1	0	0	1	1	1	1	2	0	0	1	0	0	0	1	0	0	1	1	1	0	0	0	0	0	P F P P
DIAGNOSTIC READING TEST Inventory of Basic Auditory Skills Fusion of Separated Sounds into Meaningful Units (MPC)	0	0	2	0	0	0	0	0	1	0	1	0	0	0	0	1	1	1	2	0	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
DIAGNOSTIC READING TEST Inventory of Basic Auditory Skills Repeating Nonsense Syllables (Imitating the Examiner) (MPC)	0	0	2	0	0	0	0	0	1	0	1	0	0	0	0	1	1	1	2	0	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
DIAGNOSTIC READING TEST Inventory of Basic Auditory Skills Repeating Numbers and Letters (MPC)	0	0	2	0	0	0	0	0	2	0	1	0	0	0	0	1	1	1	2	0	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DIAGNOSTIC TEST OF SPEECH READING (FOR DEAF) Phrases (GS)	1	1	2	0	2	0	0	0	2	0	1	1	1	1	1	0	1	1	2	0	0	0	2	1	1	0	1	0	0	1	0	0	0	1	1	1	P F P P
DIAGNOSTIC TEST OF SPEECH READING (FOR DEAF) Phrases and Sentences (GS)	1	1	2	0	2	0	0	0	2	0	1	1	1	1	1	0	1	1	2	0	0	0	2	1	1	0	1	0	0	1	0	0	0	1	1	1	P F P P
DIAGNOSTIC TEST OF SPEECH READING (FOR DEAF) Sentences (GS)	1	1	2	0	2	0	0	0	2	0	1	1	1	1	1	0	1	1	2	0	0	0	2	1	1	0	1	0	0	1	0	0	0	1	1	1	P F P P
DIAGNOSTIC TEST OF SPEECH READING (FOR DEAF) Total Score (GS)	1	1	2	0	2	0	0	0	2	0	1	1	1	1	1	0	1	1	2	0	0	0	2	1	1	0	1	0	0	1	0	0	0	1	1	1	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent / Factorial	Experimental/ Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2
DIAGNOSTIC TEST OF SPEECH READING (FOR DEAF) Words (GS)	1	1	2	0	2	0	0	0	2	0	1	1	1	1	1	0	1	1	2	0
DURRELL LISTENING - READING SERIES: PRIMARY LEVEL Listening Test Sentences (HBJ)	3	1	2	0	0	1	0	0	1	0	1	1	1	0	0	0	1	1	1	2
FLOWERS - ACCELERATED SPEECH PERCEPTION TEST (PLS)	0	1	1	0	0	0	0	0	1	0	1	1	1	1	0	0	1	1	2	2
FLOWERS AUDITORY TEST OF SELECTIVE ATTENTION (PLS)	0	0	2	0	0	0	0	1	1	0	0	1	1	1	1	0	1	1	2	2
FLOWERS-COSTELLO TESTS OF CENTRAL AUDITORY ABILITIES (PLS)	1	1	2	0	1	0	1	1	0	0	1	1	1	1	0	0	1	1	2	0
GATES-McKILLOP READING DIAGNOSTIC TESTS Supplementary Tests Oral Vocabulary (TCP)	0	0	2	0	0	0	0	0	1	0	1	1	1	1	1	1	1	1	2	0
PROGRESSIVE ACHIEVEMENT TESTS, LISTENING COMPREHENSION - PART 1 (NZCER)	2	2	2	0	0	0	0	1	1	2	1	1	1	1	1	1	1	0	2	2
PUBLIC SCHOOL PRIMARY INTELLIGENCE TEST Memory Auditory Information (BMC)	0	0	2	0	0	0	0	0	1	0	1	1	1	0	0	0	1	1	2	2
STANFORD ACHIEVEMENT TEST - PRIMARY LEVEL I Listening Comprehension (HBJ)	3	1	2	0	0	1	0	1	1	0	1	1	1	1	0	0	1	1	2	2
STANFORD ACHIEVEMENT TEST - PRIMARY LEVEL II Listening Comprehension (HBJ)	3	2	2	0	0	0	0	1	1	2	1	1	1	1	1	1	1	1	2	2
STANFORD ACHIEVEMENT TEST - PRIMARY LEVEL II Total Auditory (HBJ)	3	2	1	0	0	0	0	1	2	2	1	1	1	1	1	1	1	1	2	2
3BB. *Speaking*																				
AAMD ADAPTIVE BEHAVIOR SCALE Language Development (AAMD)	2	2	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0
ARIZONA ARTICULATION PROFICIENCY SCALE: REVISED (WPS)	2	0	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0
BILINGUAL SYNTAX MEASURE English (HBJ)	0	1	1	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0
BILINGUAL SYNTAX MEASURE Spanish (HBJ)	0	1	1	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0
CARROW ELICITED LANGUAGE INVENTORY Grammar Adjective (LCI)	1	0	2	0	1	0	0	0	2	0	1	1	0	1	1	0	1	1	2	0
CARROW ELICITED LANGUAGE INVENTORY Grammar Adverb (LCI)	1	0	2	0	1	0	0	0	2	0	1	1	0	1	1	0	1	1	2	0

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS											
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence		
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2
CARROW ELICITED LANGUAGE INVENTORY Grammar Article (LCI)	1	0	2	0	1	0	0	0	2	0	1	1	0	1	1	0	1	1	2
CARROW ELICITED LANGUAGE INVENTORY Grammar Conjunction (LCI)	1	0	2	0	1	0	0	0	2	0	1	1	0	1	1	0	1	1	2
CARROW ELICITED LANGUAGE INVENTORY Grammar Contraction (LCI)	1	0	2	0	1	0	0	0	2	0	1	1	0	1	1	0	1	1	2
CARROW ELICITED LANGUAGE INVENTORY Grammar Demonstrative (LCI)	1	0	2	0	1	0	0	0	2	0	1	1	0	1	1	0	1	1	2
CARROW ELICITED LANGUAGE INVENTORY Grammar Negation (LCI)	1	0	2	0	1	0	0	0	2	0	1	1	0	1	1	0	1	1	2
CARROW ELICITED LANGUAGE INVENTORY Grammar Noun (LCI)	1	0	2	0	1	0	0	0	2	0	1	1	0	1	1	0	1	1	2
CARROW ELICITED LANGUAGE INVENTORY Grammar Noun Plural (LCI)	1	0	2	0	1	0	0	0	2	0	1	1	0	1	1	0	1	1	2
CARROW ELICITED LANGUAGE INVENTORY Grammar Preposition (LCI)	1	0	2	0	1	0	0	0	2	0	1	1	0	1	1	0	1	1	2
CARROW ELICITED LANGUAGE INVENTORY Grammar Pronoun (LCI)	1	0	2	0	1	0	0	0	2	0	1	1	0	1	1	0	1	1	2
CARROW ELICITED LANGUAGE INVENTORY Grammar Verb (LCI)	1	0	2	0	1	0	0	0	2	0	1	1	0	1	1	0	1	1	2
CARROW ELICITED LANGUAGE INVENTORY Total Raw Score (LCI)	3	0	2	0	1	0	0	0	2	0	1	1	0	1	1	0	1	1	2
CARROW ELICITED LANGUAGE INVENTORY Type Addition (LCI)	1	0	2	0	1	0	0	0	2	0	1	1	0	1	1	0	1	1	2
CARROW ELICITED LANGUAGE INVENTORY Type Omission (LCI)	1	0	2	0	1	0	0	0	2	0	1	1	0	1	1	0	1	1	2
CARROW ELICITED LANGUAGE INVENTORY Type Reversals (LCI)	1	0	2	0	1	0	0	0	2	0	1	1	0	1	1	0	1	1	2
CARROW ELICITED LANGUAGE INVENTORY Type Substitution (LCI)	1	0	2	0	1	0	0	0	2	0	1	1	0	1	1	0	1	1	2
CARROW ELICITED LANGUAGE INVENTORY Type Transpositions (LCI)	1	0	2	0	1	0	0	0	2	0	1	1	0	1	1	0	1	1	2
DEEP TEST OF ARTICULATION: PICTURE FORM (SH)	2	0	2	0	0	0	0	0	1	0	1	1	1	1	1	1	1	1	2
DEVELOPMENTAL ARTICULATION TEST (SM)	0	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
DEVEREUX ELEMENTARY SCHOOL BEHAVIOR RATING SCALE Creative Initiative (DFP)	1	1	1	0	0	0	0	0	2	0	1	1	0	0	0	1	0	1	1	0	1	1	0	1	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
ENGLISH PHONEMIC UNIT PRODUCTION TEST (REVISED) (RVS)	0	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P G P P
EVALUATION OF SOUNDS (CCT)	0	0	2	0	0	0	0	0	1	0	1	1	0	0	1	1	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
FISHER-LOGEMANN TEST OF ARTICULATION COMPETENCE Picture Test Manner of Formation (HMC)	3	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
FISHER-LOGEMANN TEST OF ARTICULATION COMPETENCE Picture Test Place of Articulation (HMC)	3	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
FISHER-LOGEMANN TEST OF ARTICULATION COMPETENCE Picture Test Voicing (HMC)	3	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
GESELL DEVELOPMENTAL KIT Visual Three Projections (WPS)	0	0	1	0	1	0	0	0	1	0	1	1	0	0	1	1	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
GOLDMAN-FRISTOE TEST OF ARTICULATION Sounds in Sentences (AGS)	1	1	1	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	0	0	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	P F P P
GOLDMAN-FRISTOE TEST OF ARTICULATION Sounds-In-Words Subtest (AGS)	3	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	0	1	0	1	1	1	1	0	0	1	0	0	0	0	0	2	P F P P
ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES, REVISED Grammatic Closure (WPS)	1	0	2	1	1	1	0	0	1	0	1	1	0	1	1	1	1	1	2	0	0	1	0	1	0	1	1	0	0	1	0	2	0	0	1	2	P F P P
LANGUAGE FACILITY TEST (AC)	1	1	2	0	0	0	0	0	1	0	1	1	0	0	1	0	1	1	2	0	1	1	0	1	1	1	1	0	1	0	0	0	0	0	3	2	P F P P
OHIO TESTS OF ARTICULATION AND PERCEPTION OF SOUNDS Imitated Sounds in Nonsense Words (SH)	3	0	2	0	1	0	0	0	1	0	1	1	0	1	1	1	1	1	2	0	0	1	0	1	0	0	1	0	0	0	0	0	0	0	0	0	P F P P
OHIO TESTS OF ARTICULATION AND PERCEPTION OF SOUNDS Intrapersonal Comparator Perception of Sounds (SH)	3	0	2	0	1	0	0	0	1	0	1	1	0	1	1	1	1	1	2	0	0	1	0	1	0	0	1	0	0	0	0	0	0	0	0	0	P F P P
OHIO TESTS OF ARTICULATION AND PERCEPTION OF SOUNDS Intrapersonal Identification of Sounds (SH)	3	0	2	0	1	0	0	0	1	0	1	1	0	1	1	1	1	1	2	0	0	1	0	1	0	0	1	0	0	0	0	0	0	0	0	0	P F P P
OHIO TESTS OF ARTICULATION AND PERCEPTION OF SOUNDS Sounds in Nonsense Words in Context (SH)	3	0	2	0	1	0	0	0	1	0	1	1	0	1	1	1	1	1	2	0	0	1	0	1	0	0	1	0	0	0	0	0	0	0	0	0	P F P P
OHIO TESTS OF ARTICULATION AND PERCEPTION OF SOUNDS Sounds in Phrases (SH)	3	0	7	0	1	0	0	0	1	0	1	1	0	1	1	1	1	1	2	0	0	1	0	1	0	0	1	0	0	0	0	0	0	0	0	0	P F P P
OHIO TESTS OF ARTICULATION AND PERCEPTION OF SOUNDS Sounds in Words (SH)	3	0	2	0	1	0	0	0	1	0	1	1	0	1	1	1	1	1	2	0	0	1	0	1	0	0	1	0	0	0	0	0	0	0	0	0	P F P P
RILEY ARTICULATION AND LANGUAGE TEST: REVISED Articulation Function (WPS)	2	0	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	0	1	0	1	0	1	0	0	0	1	0	0	0	0	0	0	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test—Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
RILEY ARTICULATION AND LANGUAGE TEST: REVISED Intelligibility Estimate (WPS)	2	1	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	0	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	P F P P
RILEY ARTICULATION AND LANGUAGE TEST: REVISED Language Function (WPS)	2	1	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	0	1	0	1	0	1	0	0	0	1	0	0	0	0	0	0	P F P P
RILEY ARTICULATION AND LANGUAGE TEST: REVISED Language Proficiency Estimate (WPS)	2	1	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	0	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	P F P P
ROSNER PERCEPTUAL SURVEY Rosner-Richman Perceptual Survey Word Repetition (LRDC)	0	0	2	0	0	0	0	0	2	0	0	1	1	1	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
RYSTROM DIALECT TEST (RCR)	2	0	2	0	1	0	0	0	1	0	0	1	0	1	0	0	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	2	0	0	0	0	P P P P
SCREENING DEEP TEST OF ARTICULATION (SH)	1	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P G P P
SCREENING SPEECH ARTICULATION TEST (CRA)	1	0	2	0	0	0	0	0	1	0	1	0	0	0	1	0	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
SLINGERLAND SCREENING TESTS FOR IDENTIFYING CHILDREN WITH SPECIFIC LANGUAGE DISABILITY - FORM A Individual Auditory Testing (EPS)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
SLINGERLAND SCREENING TESTS FOR IDENTIFYING CHILDREN WITH SPECIFIC LANGUAGE DISABILITY - FORM B Individual Auditory Testing (EPS)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
STANDARD READING INVENTORY Sri Check List of Reading Habits Speech Defects (BERS)	0	0	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
SYMPTOMATOLOGY AND IDENTIFICATION OF A CHILD WITH LEARNING DISABILITIES Disorders of Speech and Hearing (PI)	0	0	1	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
WEINDER-FENSCH SPEECH SCREENING TEST (PA)	0	0	2	0	0	0	0	0	2	0	1	1	0	0	0	0	1	1	2	0	1	0	0	0	1	0	1	0	1	0	0	0	0	0	0	0	P F P P
24C. Word Attack Skills																																					
BASIC EDUCATIONAL SKILLS INVENTORY, READING - LEVEL B Auditory Blending of Words (Sound Only) (SEI)	0	0	2	0	0	0	0	0	1	0	1	1	1	1	1	1	1	1	2	0	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
BASIC EDUCATIONAL SKILLS INVENTORY, READING - LEVEL B Beginning and Ending Word Patterns (SEI)	0	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P G P P
BASIC EDUCATIONAL SKILLS INVENTORY, READING - LEVEL B Blending Phonetic Elements (SEI)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
BASIC EDUCATIONAL SKILLS INVENTORY, READING - LEVEL B Blending Printed Words (SEI)	0	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P G P P
BASIC EDUCATIONAL SKILLS INVENTORY, READING - LEVEL B Double Vowels and Diphthongs (SEI)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
BASIC EDUCATIONAL SKILLS INVENTORY, READING - LEVEL B Final Consonant Blends and Digraphs (Pictorial) (SEI)	0	0	2	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	1	1	2	0	0	1	0	0	1	0	0	0	0	0	0	1	P F P P
BASIC EDUCATIONAL SKILLS INVENTORY, READING - LEVEL B Final Consonant Sounds (SEI)	0	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P G P P
BASIC EDUCATIONAL SKILLS INVENTORY, READING - LEVEL B Hard and Soft Sounds (SEI)	0	1	2	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
BASIC EDUCATIONAL SKILLS INVENTORY, READING - LEVEL B Initial Consonant Blends and Digraph Sounds (SEI)	0	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P G P P
BASIC EDUCATIONAL SKILLS INVENTORY, READING - LEVEL B Initial Consonant Blends And Digraph Sounds (Pictorial) (SEI)	0	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P G P P
BASIC EDUCATIONAL SKILLS INVENTORY, READING - LEVEL B Initial Consonant Sounds (SEI)	0	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P G P P
BASIC EDUCATIO[illegible]KILLS INVENTORY, READING - LEVEL B Initial Vowel Sounds (SEI)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
BASIC EDUCATIONAL SKILLS INVENTORY, READING - LEVEL B Medial Vowel Sounds (SEI)	0	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P G P P
BASIC EDUCATIONAL SKILLS INVENTORY, READING - LEVEL B Prefixes (SEI)	0	1	2	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	2	0	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
BASIC EDUCATIONAL SKILLS INVENTORY, READING - LEVEL B Prefixes-Suffixes (SEI)	0	1	2	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	2	0	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
BASIC EDUCATIONAL SKILLS INVENTORY, READING - LEVEL B Sounds of Printed Letter Blends and Digraphs (SEI)	0	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P G P P
BASIC EDUCATIONAL SKILLS INVENTORY, READING - LEVEL B Sounds of Printed Letters (Vowels and Consonants) (SEI)	0	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P G P P
BASIC EDUCATIONAL SKILLS INVENTORY, READING - LEVEL B Suffixes (SEI)	0	1	2	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	2	0	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
BASIC EDUCATIONAL SKILLS INVENTORY, READING - LEVEL B Syllabification (SEI)	0	1	2	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	2	0	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
BOTEL READING INVENTORY Phonics Mastery Test (FPC)	0	1	2	0	0	0	0	1	2	0	0	0	0	0	1	1	0	1	1	2	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
BURNFTT READING SERIES SURVEY TEST - PRIMARY I Word Identification (STS)	2	1	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	0	1	1	0	0	0	0	3	2	P G F P
BURNETT READING SERIES SURVEY TEST - PRIMARY II Word Identification (STS)	2	1	2	0	0	0	0	1	1	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	0	1	1	0	0	0	0	3	2	P G F P
CALIFORNIA ACHIEVEMENT TESTS - LEVEL 1 Reading Total (CTB)	3	1	1	0	0	2	0	1	2	1	1	1	1	1	1	1	1	1	2	2	1	0	2	0	1	1	0	1	1	2	0	3	2	1	1	2	P G F F

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent / Factorial	Experimental/ Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
CALIFORNIA ACHIEVEMENT TESTS - LEVEL 1 Reading Vocabulary (CTB)	3	1	1	0	0	2	0	1	2	1	1	1	1	1	1	1	1	1	2	2	1	0	2	0	1	1	0	1	1	2	0	3	2	1	1	2	P G F F
CANADIAN TESTS OF BASIC SKILLS - LEVEL 7 Word Analysis (TNS)	3	2	1	0	0	0	0	1	1	1	1	1	1	1	1	0	1	1	2	2	1	[illegible]	2	1	1	1	0	0	1	1	0	0	0	0	3	2	P G F P
CANADIAN TESTS OF BASIC SKILLS - LEVEL 8 Word Analysis (TNS)	3	2	2	0	0	0	0	1	2	2	1	1	1	0	1	1	1	1	2	2	[illegible]	0	2	1	1	1	0	0	1	1	0	0	0	0	3	2	P G F P
CLASSROOM READING INVENTORY Frustration Level (WCB)	1	2	1	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	0	1	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
CLASSROOM READING INVENTORY Independent Level (WCB)	1	2	1	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	0	1	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
CLASSROOM READING INVENTORY Instructional Level (WCB)	1	2	1	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	0	1	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
COMPOSITE AUDITORY PERCEPTION TEST Part 2 Consonant Discrimination (ACSD)	1	0	2	0	0	0	0	1	1	0	1	1	1	1	1	0	1	1	2	2	1	0	2	1	0	0	1	0	1	1	0	0	0	0	0	0	P F F P
COMPOSITE AUDITORY PERCEPTION TEST Part 2 Speech Sound Analysis (ACSD)	1	0	2	0	0	0	0	1	1	0	1	1	1	1	1	0	1	1	2	2	1	0	2	1	0	0	1	0	1	1	0	0	0	0	0	0	P F F P
COMPOSITE AUDITORY PERCEPTION TEST Part 2 Subtotal (ACSD)	2	0	1	0	0	0	0	1	1	0	1	1	1	1	1	0	1	1	2	2	1	0	2	1	0	0	1	0	1	1	0	0	0	0	0	0	P F F P
COMPOSITE AUDITORY PERCEPTION TEST Part 2 Temporal Sequencing of Non-Related Speech Sounds (ACSD)	1	0	2	0	0	0	0	1	1	0	1	1	1	1	1	0	1	1	2	2	1	0	2	1	0	0	1	0	1	1	0	0	0	0	0	0	P F F P
COMPOSITE AUDITORY PERCEPTION TEST Part 3 Auditory Closure (ACSD)	1	0	2	0	0	0	0	1	1	0	1	1	1	1	1	0	1	1	2	2	1	0	2	1	0	0	1	0	1	1	0	0	0	0	0	0	P F F P
COMPOSITE AUDITORY PERCEPTION TEST Part 3 Auditory Synthesis (ACSD)	1	0	2	0	0	0	0	1	1	0	1	1	1	1	1	0	1	1	2	2	1	0	2	1	0	0	1	0	1	1	0	0	0	0	0	0	P F F P
COMPOSITE AUDITORY PERCEPTION TEST Part 3 Subtotal (ACSD)	2	1	1	0	0	0	0	1	1	0	1	1	1	1	1	0	1	1	2	2	1	0	2	1	0	0	1	0	1	1	0	0	0	0	0	0	P F F P
COMPOSITE AUDITORY PERCEPTION TEST Part 3 Syllable Recognition (ACSD)	1	0	2	0	0	0	0	1	2	0	1	1	1	1	1	0	1	1	2	2	1	0	2	1	0	0	1	0	1	1	0	0	0	0	0	0	P G F P
COOPERATIVE PRIMARY TESTS Word Analysis - Form 13 (ETS)	3	1	2	0	0	0	0	0	1	1	1	1	0	1	1	0	1	1	2	2	1	0	2	1	1	1	0	1	1	1	0	3	0	0	3	1	P F F P
DELAWARE COUNTY SILENT READING TEST #121 Structural Analysis (NAS)	0	0	1	0	0	0	0	1	2	0	1	0	0	0	0	1	1	1	2	2	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F F P
DENVER PUBLIC SCHOOLS READING INVENTORY Oral Reading Selection Word Recognition Errors (DPS)	1	0	2	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	2	0	1	0	0	1	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
DENVER PUBLIC SCHOOLS READING INVENTORY Word Attack Errors (DPS)	1	2	2	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	2	0	1	0	0	1	0	0	0	0	1	1	0	0	0	0	0	0	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-2	0-2	G-P
DIAGNOSTIC READING SCALES Checklist of Reading Difficulties Sight-Word Vocabulary (CTB)	0	1	2	0	0	0	0	0	1	0	1	1	0	0	1	1	1	1	2	0	0	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DIAGNOSTIC READING SCALES Checklist of Reading Difficulties Word Analysis Techniques (CTB)	0	1	2	0	0	0	0	0	1	0	1	1	0	0	1	1	1	1	2	0	0	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DIAGNOSTIC READING SCALES Supplementary Phonics Tests Blending (CTB)	1	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	0	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P G P P
DIAGNOSTIC READING SCALES Supplementary Phonics Tests Common Syllables or Phonograms (CTB)	1	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	0	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
DIAGNOSTIC READING SCALES Supplementary Phonics Tests Consonant Blends and Digraphs (CTB)	1	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	0	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
DIAGNOSTIC READING SCALES Supplementary Phonics Tests Consonant Sounds (CTB)	1	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	0	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
DIAGNOSTIC READING SCALES Supplementary Phonics Tests Initial Consonant Substitution (CTB)	1	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	0	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
DIAGNOSTIC READING SCALES Supplementary Phonics Tests Letter Sounds (CTB)	1	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	0	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
DIAGNOSTIC READING SCALES Supplementary Phonics Tests Vowel Sounds (CTB)	1	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	0	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P G P P
DIAGNOSTIC READING SCALES Word Analysis Checklist Oral Reading Errors (CTB)	0	1	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	0	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DIAGNOSTIC READING SCALES Word Analysis Checklist Word Recognition Errors (CTB)	0	1	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	0	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DIAGNOSTIC READING SCALES Word Recognition Lists (CTB)	1	1	2	0	1	2	0	0	2	0	1	1	0	0	1	1	1	1	2	0	0	1	1	0	1	1	0	0	1	1	0	0	0	0	0	0	P F P P
DIAGNOSTIC READING TEST Letter Recognition (Lower Case) (MPC)	0	0	2	0	0	0	0	0	2	0	1	0	0	0	0	1	1	1	2	0	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DIAGNOSTIC READING TEST Letter Recognition (Upper Case) (MPC)	0	0	2	0	0	0	0	0	2	0	1	0	0	0	0	1	1	1	2	0	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DIAGNOSTIC READING TEST Oral Word Recognition Ability (MPC)	0	1	2	0	0	0	0	0	2	0	1	0	0	0	0	1	1	1	2	0	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DIAGNOSTIC READING TEST Phonetic Skills Inventory (Consonant Blends) (MPC)	0	0	2	0	0	0	0	0	2	0	1	0	0	0	0	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DIAGNOSTIC READING TEST Phonetic Skills Inventory (Short Vowel Sounds) (MPC)	0	0	2	0	0	0	0	0	2	0	1	0	0	0	0	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DIAGNOSTIC READING TEST Phonetic Skills Inventory (Single Consonant Sounds) (MPC)	0	0	2	0	0	0	0	0	2	0	1	0	0	0	0	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION		INSTRUCTIONS			FORMAT				POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent / Factorial	Experimental/ Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Simple Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
DIAGNOSTIC READING TESTS, SURVEY SECTION: K-4, BOOKLET II Word Recognition (CDRT)	0	1	2	0	0	0	0	0	0	0	1	0	0	0	1	1	1	1	1	1	1	0	2	0	1	0	0	0	1	0	0	0	0	0	1	2	P P P P
DOMINION INDIVIDUAL DIAGNOSTIC TEST OF WORD-ANALYSIS SKILLS (GCT)	1	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DOREN DIAGNOSTIC READING TEST OF WORD RECOGNITION Letter Recognition (AGS)	2	0	2	0	0	0	0	0	1	0	1	1	0	1	1	1	1	1	2	2	1	1	1	1	0	0	0	0	1	2	0	0	0	0	0	0	P F F P
DOREN DIAGNOSTIC READING TEST OF WORD RECOGNITION Rhyming (AGS)	2	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	0	0	0	0	1	2	0	0	0	0	0	0	P G F P
DOREN DIAGNOSTIC READING TEST OF WORD RECOGNITION Sight Words (AGS)	2	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	0	0	0	0	1	2	0	0	0	0	0	0	P G F P
DOREN DIAGNOSTIC READING TEST OF WORD RECOGNITION Speech Consonants (AGS)	2	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	0	0	0	0	1	2	0	0	0	0	0	0	P G F P
DOREN DIAGNOSTIC READING TEST OF WORD RECOGNITION Vowels (AGS)	2	1	2	0	0	0	0	0	1	0	1	1	1	1	1	1	1	1	1	2	1	1	2	1	0	0	0	0	1	2	0	0	0	0	0	0	P F F P
DOREN DIAGNOSTIC READING TEST OF WORD RECOGNITION Whole Word Recognition (AGS)	2	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	0	0	0	0	1	2	0	0	0	0	0	0	P G F P
DOREN DIAGNOSTIC READING TEST OF WORD RECOGNITION Words Within Words (AGS)	2	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	2	1	1	1	1	0	0	0	0	1	2	0	0	0	0	0	0	P G F P
DURRELL ANALYSIS OF READING DIFFICULTY Learning Rate (HBJ)	0	1	1	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DURRELL ANALYSIS OF READING DIFFICULTY Sounds Hearing Sounds in Words - Primary (HBJ)	0	0	2	0	0	0	0	0	2	0	1	1	1	1	0	1	1	1	2	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DURRELL ANALYSIS OF READING DIFFICULTY Sounds Sounds of Letters (HBJ)	0	0	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DURRELL ANALYSIS OF READING DIFFICULTY Word Recognition and Word Analysis Analysis (HBJ)	0	0	0	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DURRELL ANALYSIS OF READING DIFFICULTY Word Recognition and Word Analysis Flash (HBJ)	0	1	1	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DURRELL ANALYSIS OF READING DIFFICULTY Word Recognition and Word Analysis Word Analysis - Check List of Difficulties (HBJ)	0	1	1	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DURRELL ANALYSIS OF READING DIFFICULTY Word Recognition and Word Analysis Word Recognition (Flash) - Checklist of Difficulties (HBJ)	0	1	1	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
GATES-McKILLOP READING DIAGNOSTIC TESTS Auditory Blending (TCP)	0	0	2	0	0	0	0	0	2	0	0	1	1	1	1	1	1	1	2	0	1	1	0	0	0	0	1	0	1	0	0	0	0	0	0	0	P F P P
GATES-McKILLOP READING DIAGNOSTIC TESTS Knowledge of Word Parts Giving Letter Sounds (TCP)	0	0	2	0	0	0	0	0	2	0	0	1	1	1	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P

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ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	[illegible]	[illegible]		Test – Retest	Internal Consistency	Alternate Form				
Rating Range	0-3	0-2	0-2	0-2	0-2	0-3	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-3	0-3	0-1	0-3	0-2	[illegible]
GATES-McKILLOP READING DIAGNOSTIC TESTS Knowledge of Word Parts Naming Capital Letters (TCP)	0	0	2	0	0	0	0	0	2	0	0	1	1	1	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
GATES-McKILLOP READING DIAGNOSTIC TESTS Knowledge of Word Parts Naming Lower-Case Letters (TCP)	0	0	2	0	0	0	0	0	2	0	0	1	1	1	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
GATES-McKILLOP READING DIAGNOSTIC TESTS Knowledge of Word Parts Recognizing and Blending Common Word Parts (TCP)	0	1	2	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	2	0	1	1	0	0	0	0	1	0	1	0	0	0	0	0	0	0	P F P P
GATES-McKILLOP READING DIAGNOSTIC TESTS Phrases: Flash Presentation (TCP)	0	0	2	0	0	0	0	0	1	0	1	1	1	0	0	0	1	1	2	0	1	1	0	0	0	0	1	0	1	0	0	0	0	0	0	0	P F P P
GATES-McKILLOP READING DIAGNOSTIC TESTS Recognizing the Visual Form of Sounds Final Letters (TCP)	0	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	1	1	2	0	0	0	1	0	1	0	0	0	0	0	0	0	P G P P
GATES-McKILLOP READING DIAGNOSTIC TESTS Recognizing the Visual Form of Sounds Initial Letters (TCP)	0	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	1	1	2	0	0	0	1	0	1	0	0	0	0	0	0	0	P G P P
GATES-McKILLOP READING DIAGNOSTIC TESTS Recognizing the Visual Form of Sounds Nonsense Words (TCP)	0	0	2	0	0	0	0	0	2	0	0	1	1	1	1	1	1	1	2	0	1	1	0	0	0	0	1	0	1	0	0	0	0	0	0	0	P F P P
GATES-McKILLOP READING DIAGNOSTIC TESTS Recognizing the Visual Form of Sounds Vowels (TCP)	0	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	1	1	1	0	0	0	1	0	1	0	0	0	0	0	0	0	P G P P
GATES-McKILLOP READING DIAGNOSTIC TESTS Supplementary Tests Syllabication (TCP)	0	0	2	0	0	0	0	0	2	0	0	1	1	1	1	1	1	1	2	0	1	1	0	0	0	0	1	0	1	0	0	0	0	0	0	0	P F P P
GATES-McKILLOP READING DIAGNOSTIC TESTS Words: Flash Presentation (TCP)	0	0	2	0	0	0	0	0	1	0	1	1	1	0	0	0	1	1	2	0	1	1	0	0	0	0	1	0	1	0	0	0	0	0	0	0	P F P P
GATES-McKILLOP READING DIAGNOSTIC TESTS Words: Untimed Presentation (TCP)	0	1	2	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	2	0	1	1	0	0	0	0	1	0	1	0	0	0	0	0	0	0	P F P P
ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES, REVISED Auditory Closure (WPS)	1	0	2	1	1	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	0	1	0	1	0	1	1	0	0	1	0	1	0	0	1	2	P G P P
ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES, REVISED Sound Blending (WPS)	1	0	1	1	1	0	0	0	1	0	1	1	1	1	1	1	1	1	2	0	0	1	1	1	0	1	1	0	0	1	0	1	0	0	0	2	P F P P
INFORMAL READING ASSESSMENT TESTS, TEST 1 Phonics Initial Consonants (TNS)	0	1	2	0	0	0	0	0	1	0	1	1	1	1	1	1	1	1	2	2	1	1	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F F P
INFORMAL READING ASSESSMENT TESTS, TEST 1 Phonics Rhyme (TNS)	0	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	2	1	1	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P G F P
INFORMAL READING ASSESSMENT TESTS, TEST 1 Vocabulary (TNS)	0	1	2	0	0	0	0	0	1	0	1	1	1	1	1	1	1	1	2	2	1	1	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F F P
INFORMAL READING ASSESSMENT TESTS, TEST 2 Vocabulary (TNS)	0	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	2	1	1	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P G F P
INFORMAL READING ASSESSMENT TESTS, TEST 2 Word Attack Phonics (TNS)	0	1	1	0	0	0	0	0	2	0	1	1	0	1	1	1	1	1	2	2	1	1	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F F P

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ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Instructional				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test-Retest	Internal Consistency	Alternate Form				
Rating Range	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-a
INFORMAL READING ASSESSMENT TESTS, TEST 3 Vocabulary (TNS)	0	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	2	1	1	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P G F P
INFORMAL READING ASSESSMENT TESTS, TEST 3 Word Attack Phonics (TNS)	0	1	1	0	0	0	0	0	1	0	1	1	0	1	1	1	1	1	2	2	1	1	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F F P
INVENTORY-SURVEY TEST FOR PRIMARY GRADES Phoneme-Grapheme Relationships (SFC)	1	1	2	0	0	0	0	1	1	0	1	1	1	1	0	1	1	1	2	1	1	0	2	0	1	0	0	0	1	0	0	0	0	0	0	0	F F P P
IOWA TESTS OF BASIC SKILLS, PRIMARY, FORMS 5 AND 6 - LEVEL 7 Word Analysis (HMC)	3	2	2	0	0	0	0	1	2	1	1	1	1	0	1	0	1	1	2	2	1	0	2	1	1	0	1	0	1	1	0	0	0	0	1	2	P G F P
IOWA TESTS OF BASIC SKILLS, PRIMARY, FORMS 5 AND 6 - LEVEL 8 Word Analysis (HMC)	3	2	2	0	0	0	0	1	1	2	1	1	0	0	1	0	1	1	2	2	1	0	2	1	1	0	0	0	1	1	0	0	0	0	3	2	P F F P
LOOK ALIKE WORDS (WORD PREFERENCE INVENTORY) (PDR)	3	0	1	0	1	0	0	0	0	1	1	0	0	0	0	0	1	1	2	2	1	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	P P P P
McGRATH TEST OF READING SKILLS Word Recognition (MPC)	0	1	2	0	0	0	0	0	2	0	1	1	0	0	0	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
METROPOLITAN ACHIEVEMENT TESTS - PRIMARY I Word Analysis (HBJ)	3	1	2	0	0	1	0	0	2	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	0	0	1	1	2	0	3	0	0	1	2	P G G P
METROPOLITAN ACHIEVEMENT TESTS - PRIMARY II Word Analysis (HBJ)	3	1	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	0	0	1	1	2	0	0	0	0	2	2	P G G P
NEALE ANALYSIS OF READING ABILITY Accuracy of Reading (NFER)	0	1	2	0	0	0	0	0	1	0	1	1	0	0	1	0	1	1	2	0	1	1	0	1	0	1	0	0	1	0	0	0	3	0	0	2	P F P P
NEALE ANALYSIS OF READING ABILITY Qualitative Assessment Word Recognition (NFER)	0	0	1	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	0	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
NEALE ANALYSIS OF READING ABILITY Supplementary Diagnostic Test 1 What are the Names and Sounds of these Letters? (NFER)	0	1	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
OLIPHANT AUDITORY SYNTHESIZING TEST (EPS)	0	0	2	0	0	0	0	0	1	0	1	1	1	1	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
PEABODY INDIVIDUAL ACHIEVEMENT TEST Reading Recognition (AGS)	2	1	2	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	0	1	1	0	1	1	1	1	1	1	1	0	0	0	0	3	2	P G F P
PHONICS KNOWLEDGE SURVEY (TCP)	0	1	2	0	0	0	0	0	1	0	1	0	1	0	0	1	1	1	2	0	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
PRESCRIPTIVE TEACHING SERIES Auditory Skills (PEI)	1	1	1	0	0	0	0	0	1	0	1	1	0	0	1	1	0	1	1	0	1	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	P P P P
PRESCRIPTIVE TEACHING SERIES Visual Skills (PEI)	1	0	1	0	0	0	0	0	1	0	0	1	0	0	1	1	0	1	1	0	1	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	P P P P
PRIMARY READING PROFILES - LEVEL 1 Auditory Association (HMC)	2	1	2	0	0	0	0	0	1	1	1	1	1	1	1	0	1	1	1	2	1	0	2	1	1	1	0	1	1	1	0	3	0	1	2	2	P F F F

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADUATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-F-P
PRIMARY READING PROFILES - LEVEL 1 Word Recognition (HMC)	2	1	2	0	0	0	0	0	2	1	1	1	1	0	1	1	1	1	2	2	1	1	2	1	1	1	0	1	1	1	0	3	0	0	1	2	P G G P
PRIMARY READING PROFILES - LEVEL 2 Auditory Association (HMC)	2	1	2	0	0	1	0	0	0	1	1	0	0	0	1	0	0	1	1	2	1	1	2	1	1	1	0	1	1	1	0	3	0	1	1	2	P P G P
PRIMARY READING PROFILES - LEVEL 2 Word Recognition (HMC)	2	1	2	0	0	1	0	0	1	1	1	1	1	0	0	1	1	1	2	2	1	1	2	1	1	1	0	1	1	1	0	3	0	0	0	2	P F G P
PUPIL RECORD OF EDUCATIONAL BEHAVIOR Auditory Perception (TRC)	1	1	1	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	0	0	0	0	0	0	0	1	2	0	0	0	0	0	0	P F P P
PUPIL RECORD OF EDUCATIONAL BEHAVIOR Language Development (TRC)	1	1	1	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	0	0	0	0	0	0	0	1	2	0	0	0	0	0	0	P F P P
SCHONELL: GRADED WORD READING TEST (NFER)	0	1	2	0	0	0	0	0	1	0	1	0	0	0	0	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	1	P P P P
SCREENING TEST FOR AUDITORY PERCEPTION Part I (ATP)	0	0	2	0	0	0	0	1	2	0	1	1	1	1	1	1	0	1	1	2	1	1	2	1	1	1	1	0	1	0	0	0	0	0	0	2	P F F P
SCREENING TEST FOR AUDITORY PERCEPTION Part II (ATP)	0	0	2	0	0	0	0	1	2	0	1	1	1	1	1	1	0	1	1	2	1	1	2	1	1	1	1	0	1	0	0	0	0	0	0	2	P F F P
SCREENING TESTS TO BE USED BY THE CLASSROOM TEACHER MKM Auditory Letter Recognition Test (ATP)	0	1	1	0	0	0	0	0	2	0	1	1	0	0	0	0	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
SCREENING TESTS TO BE USED BY THE CLASSROOM TEACHER MKM Visual Letter Recognition Test (ATP)	0	1	1	0	0	0	0	0	1	0	0	1	1	0	0	0	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
SCREENING TESTS TO BE USED BY THE CLASSROOM TEACHER Recognition Vocabulary Test (ATP)	0	1	1	0	0	0	0	0	1	0	1	1	1	0	0	0	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
SLINGERLAND SCREENING TESTS FOR IDENTIFYING CHILDREN WITH SPECIFIC LANGUAGE DISABILITY - FORM A Auditory Association (EPS)	0	0	2	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	1	2	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
SLINGERLAND SCREENING TESTS FOR IDENTIFYING CHILDREN WITH SPECIFIC LANGUAGE DISABILITY - FORM A Auditory Sounds (EPS)	0	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	2	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
SLINGERLAND SCREENING TESTS FOR IDENTIFYING CHILDREN WITH SPECIFIC LANGUAGE DISABILITY - FORM B Auditory Association (EPS)	0	1	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
SLINGERLAND SCREENING TESTS FOR IDENTIFYING CHILDREN WITH SPECIFIC LANGUAGE DISABILITY - FORM B Auditory Sounds (EPS)	0	0	2	0	0	0	0	0	2	0	1	1	0	1	1	1	1	1	1	2	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
SLOSSON ORAL READING TEST (SEP)	0	1	2	0	0	0	0	1	2	0	1	1	1	0	0	0	1	1	2	0	1	1	0	0	1	1	0	0	1	0	0	0	0	0	0	0	P F P P
STANDARD READING INVENTORY Oral Performance Vocabulary in Context (BERS)	2	1	2	0	0	0	0	1	1	0	1	1	0	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
STANDARD READING INVENTORY SRI Check List of Reading Habits Word Analysis (BERS)	0	1	1	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-F-P
STANDARD READING INVENTORY SRI Check List of Reading Habits Word Attack (BERS)	0	0	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
STANDARD READING INVENTORY Vocabulary in Isolation (BERS)	2	1	2	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P G P P
STANDARD READING TESTS Letter-Recognition Test (ACER)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
STANDARD READING TESTS Oral Word-Recognition Test (ACER)	0	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
STANDARD READING TESTS Word-Recognition Test "Reversible" Words (ACER)	0	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
STANDARD READING TESTS Word-Recognition Test Common Words with Irregular Spelling (ACER)	0	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
STANDARD READING TESTS Word-Recognition Test Consonant Blends at Beginnings of Phonically Simple Words (ACER)	1	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
STANDARD READING TESTS Word-Recognition Test Consonant Blends at Ends of Phonically Simple Words (ACER)	0	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
STANDARD READING TESTS Word-Recognition Test Graded Phonically Complex Words (ACER)	0	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
STANDARD READING TESTS Word-Recognition Test Nonsense Syllables (ACER)	0	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
STANDARD READING TESTS Word-Recognition Test Phonically Simple Two- and Three-Letter Words (ACER)	1	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
STANDARD READING TESTS Word-Recognition Test Polysyllabic Phonically Simple Words (ACER)	0	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
STANFORD ACHIEVEMENT TEST - PRIMARY LEVEL I Word Study Skills (HBJ)	3	1	2	0	0	1	0	0	2	1	1	1	1	1	0	1	1	1	2	2	1	0	2	1	1	1	0	1	1	2	0	3	0	0	1	2	P G G P
STANFORD DIAGNOSTIC READING TEST - LEVEL I Auditory Discrimination (HBJ)	2	1	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	1	2	1	0	2	1	1	1	0	0	1	2	0	0	0	0	1	2	P G F P
STANFORD DIAGNOSTIC READING TEST - LEVEL I Beginning and Ending Sounds (HBJ)	2	1	2	0	0	0	0	1	1	0	1	1	1	1	1	0	1	1	2	2	1	0	2	1	1	1	0	0	1	2	0	0	0	1	1	2	P F F P
STANFORD DIAGNOSTIC READING TEST - LEVEL I Blending (HBJ)	2	1	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	0	2	1	0	2	1	1	1	0	0	1	2	0	0	0	0	1	2	P F F P
STANFORD DIAGNOSTIC READING TEST - LEVEL I Sound Discrimination (HBJ)	2	1	2	0	0	0	0	1	2	0	1	0	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	0	1	2	0	0	0	1	2	2	P G G P
STANFORD DIAGNOSTIC READING TEST - LEVEL I Syllabication (HBJ)	2	0	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	0	1	2	0	0	0	1	1	2	P G G P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	[illegible]
TEST OF INDIVIDUAL NEEDS IN READING Word Analysis (MRP)	1	1	2	0	0	0	0	0	1	0	1	1	0	0	0	0	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
TESTING-TEACHING MODULE OF AUDITORY DISCRIMINATION Diagnostic Test Auditory Blending (ATP)	2	0	2	0	0	0	0	0	1	0	1	1	1	1	1	1	1	1	2	0	1	1	1	1	1	1	0	0	1	3	0	0	0	0	0	0	P F F P
WOODCOCK READING MASTERY TESTS Index of Total Reading (AGS)	2	2	1	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	0	0	1	1	0	1	1	0	1	0	3	3	0	0	2	P F P F
WOODCOCK READING MASTERY TESTS Letter Identification (AGS)	2	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	1	1	1	0	1	1	0	1	0	2	2	0	0	2	P F F P
WOODCOCK READING MASTERY TESTS Word Attack (AGS)	2	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	1	1	0	1	1	0	1	1	0	1	0	3	2	0	0	2	P G P P
WOODCOCK READING MASTERY TESTS Word Identification (AGS)	2	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	1	1	1	0	1	1	0	1	0	3	3	0	0	2	P F F F
59. FAMILIARITY WITH LITERATURE																																					
59A. Recognition of Literary Devices and Qualities																																					
59B. Knowledge of Literature																																					
60. READING WITH UNDERSTANDING																																					
AMERICAN SCHOOL ACHIEVEMENT TESTS - PRIMARY BATTERY II Reading Average (BMC)	3	0	2	0	0	0	0	1	0	0	1	1	1	1	0	1	1	0	2	2	1	0	2	0	1	0	1	0	1	1	0	0	0	1	0	2	P F F P
CALIFORNIA ACHIEVEMENT TESTS - LEVEL 1 Total Battery (CTB)	3	1	0	0	0	2	0	1	1	1	1	0	0	0	1	1	0	1	1	2	1	0	2	0	1	1	0	1	1	2	0	3	3	1	3	2	P F F G
CALIFORNIA ACHIEVEMENT TESTS - LEVEL 2 Reading Total (CTB)	3	2	2	0	0	2	0	1	2	1	1	1	0	1	0	1	1	1	2	2	1	0	2	0	1	1	0	1	1	2	0	3	0	0	3	2	F G F F
CANADIAN TESTS OF BASIC SKILLS - LEVEL 7 Composite (TNS)	3	1	1	0	0	0	0	1	1	1	1	1	1	1	1	0	1	1	2	2	1	0	1	1	1	1	0	0	1	1	0	0	0	0	3	2	P G F P
CANADIAN TESTS OF BASIC SKILLS - LEVEL 8 Composite (TNS)	3	1	1	0	0	0	0	1	2	2	1	1	1	0	1	1	1	1	2	2	1	0	1	1	1	1	0	0	1	1	0	0	0	0	3	2	P G F P
COMPREHENSIVE TESTS OF BASIC SKILLS - LEVEL 1 Reading Total (CTB)	3	1	2	0	0	0	0	1	1	2	1	1	1	1	0	1	1	0	2	2	1	0	2	1	1	1	0	1	1	2	0	3	0	1	3	2	P G G F
COMPREHENSIVE TESTS OF BASIC SKILLS - LEVEL 1 Total Battery (CTB)	3	1	0	0	0	0	0	1	1	1	1	1	1	1	0	1	1	0	1	2	1	0	2	1	1	1	0	1	1	2	0	3	0	1	3	2	P F G F
COMPREHENSIVE TESTS OF BASIC SKILLS, EXPANDED EDITION - LEVEL C Total Battery (CTB)	3	1	1	0	0	1	0	1	2	1	1	1	1	1	0	1	1	1	2	2	1	0	2	1	1	1	0	1	1	0	0	3	2	0	3	2	P G F F

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent / Factorial	Experimental / Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	[illegible]
COMPREHENSIVE TESTS OF BASIC SKILLS, EXPANDED EDITION - LEVEL 1 Total Battery (CTB)	3	2	0	0	0	1	0	1	1	1	1	0	1	1	0	0	1	1	2	2	1	C	2	1	1	1	0	1	1	0	0	3	2	1	3	2	P F F F
DELAWARE COUNTY SILENT READING TEST OF LANGUAGE SKILLS #122 Reading Achievement Rating (NAS)	0	1	2	0	0	0	0	1	1	0	1	1	0	0	0	1	1	1	1	2	1	0	0	0	0	1	0	0	1	1	0	0	0	0	0	1	P F P P
DURRELL LISTENING - READING SERIES: PRIMARY LEVEL Reading Test Total (HBJ)	3	1	2	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	1	2	1	0	2	1	1	1	1	1	1	2	0	1	0	1	2	2	P F G F
GRAY-VOTAW-ROGERS GENERAL ACHIEVEMENT TEST - PRIMARY Total Average (SV)	0	1	2	0	0	0	0	1	1	0	1	0	0	0	0	1	1	0	2	2	1	0	2	1	1	0	0	0	1	0	0	0	0	0	3	1	P P F P
INITIAL LEARNING ASSESSMENT Academic Achievements Language Arts (ATP)	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
IOWA TESTS OF BASIC SKILLS, PRIMARY, FORMS 5 AND 6 - LEVEL 7 Basic Composite (HMC)	3	1	1	0	0	0	0	1	1	2	1	1	1	0	0	0	1	1	2	2	1	0	2	1	1	0	1	0	1	1	0	0	0	0	0	2	P F F P
IOWA TESTS OF BASIC SKILLS, PRIMARY, FORMS 5 AND 6 - LEVEL 8 Standard Composite (HMC)	3	1	0	0	0	0	0	1	1	2	1	1	0	0	1	0	1	1	2	2	1	0	2	1	1	0	0	0	1	1	0	0	0	0	0	2	P F F P
METROPOLITAN ACHIEVEMENT TESTS - PRIMARY I Total Reading (HBJ)	3	1	2	0	0	1	0	0	2	0	1	1	1	1	1	1	1	0	2	2	1	0	2	1	1	0	0	1	1	2	0	3	0	1	1	2	P F F P
METROPOLITAN ACHIEVEMENT TESTS - PRIMARY II Total Reading (HBJ)	3	2	2	0	0	0	0	1	2	0	1	1	1	1	1	0	1	0	2	2	1	0	2	1	1	0	0	1	1	2	0	0	0	1	3	2	P F F P
SRA ASSESSMENT SURVEY, ACHIEVEMENT SERIES - PRIMARY I Composite (SRA)	2	1	0	0	0	1	0	0	2	1	1	1	1	1	0	0	1	1	2	2	1	0	2	1	1	1	1	1	1	1	0	3	0	0	3	2	P F G F
SRA ASSESSMENT SURVEY, ACHIEVEMENT SERIES - PRIMARY II Composite (SRA)	2	1	0	0	0	2	0	0	1	1	1	1	1	1	0	1	1	1	2	2	1	0	2	1	1	1	0	1	1	1	0	3	0	0	3	2	P F F F
STANFORD ACHIEVEMENT TEST - PRIMARY LEVEL I Complete Battery (HBJ)	3	1	1	0	0	2	0	0	1	0	1	1	1	1	0	0	1	1	2	2	1	0	2	1	1	1	0	1	1	0	0	0	0	0	3	2	P F F P
STANFORD ACHIEVEMENT TEST - PRIMARY LEVEL I Reading: Part A + Part B (HBJ)	3	1	2	0	0	1	0	0	1	0	1	1	1	1	0	1	1	1	2	2	1	0	2	1	1	1	0	1	1	2	0	0	0	1	1	2	P F G P
STANFORD ACHIEVEMENT TEST - PRIMARY LEVEL I Total Reading (HBJ)	3	1	1	0	0	2	0	0	1	0	1	1	1	1	0	1	1	1	2	2	1	0	2	1	1	1	0	1	1	1	0	0	0	0	1	2	P F F P
STANFORD ACHIEVEMENT TEST - PRIMARY LEVEL II Reading: Part A + Part B (HBJ)	3	1	2	0	0	0	0	1	1	2	1	1	0	1	1	0	1	0	2	2	1	0	2	1	1	1	0	1	1	2	0	0	0	1	2	2	P F G P
STANFORD ACHIEVEMENT TEST - PRIMARY LEVEL II Total Reading (HBJ)	3	1	1	0	0	0	0	1	1	2	1	1	0	1	1	0	1	0	2	2	1	0	2	1	1	1	0	1	1	2	0	0	0	1	3	2	P F G P
SURVEY OF PRIMARY READING DEVELOPMENT - FORM A OR B (ETS)	2	1	1	0	0	0	0	0	1	0	1	1	1	1	1	1	1	1	2	2	1	0	2	0	1	1	1	0	1	2	0	0	0	0	0	0	P F F P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range	0-3	0-2	0-2	0-2	0-3	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-3	0-3	0-1	0-3	0-2	[illegible]
304. Recognition of Word Meanings																																					
ACER PRIMARY READING SURVEY TESTS - LEVEL BB Word Knowledge (ACER)	3	1	2	0	0	0	0	1	1	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	0	1	1	0	0	0	1	0	1	P G F P
AMERICAN SCHOOL ACHIEVEMENT TESTS - PRIMARY BATTERY II Sentence and Word Meaning (BMC)	3	0	2	0	0	1	0	1	1	0	1	1	1	1	1	1	1	0	2	2	1	1	2	0	1	1	1	0	1	1	0	0	0	1	0	2	P F F P
BOTEL READING INVENTORY Word Opposites Test - Reading ([illegible])	2	1	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P G F P
BOTEL READING INVENTORY Word Recognition Test ([illegible]PC)	2	0	2	0	0	0	0	1	1	0	1	1	0	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
BURNETT READING SERIES SURVEY TEST - PRIMARY I Word Meaning (STS)	2	0	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	0	2	2	1	1	2	1	1	1	0	0	1	1	0	0	0	1	3	2	P G F P
BURNETT READING SERIES SURVEY TEST - PRIMARY II Word Meaning (STS)	2	0	2	0	0	0	0	1	1	0	1	1	1	1	1	1	1	0	2	2	1	1	2	1	1	1	0	0	1	1	0	0	0	1	3	2	P F F P
CALIFORNIA ACHIEVEMENT TESTS - LEVEL 2 Reading Vocabulary (CTB)	3	1	2	0	0	2	0	1	2	1	1	1	1	1	1	1	1	1	2	2	1	1	2	0	1	1	0	1	1	2	0	3	0	0	2	2	F G G P
CANADIAN TESTS OF BASIC SKILLS - LEVEL 7 Vocabulary (TNS)	2	1	1	0	0	0	0	1	1	2	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	0	1	1	0	0	0	0	3	2	P G F P
CANADIAN TESTS OF BASIC SKILLS - LEVEL 8 Vocabulary (TNS)	2	1	2	0	0	0	0	1	2	2	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	0	1	1	0	0	0	0	3	2	P G F P
COMPREHENSIVE TESTS OF BASIC SKILLS - LEVEL 1 Reading Vocabulary (CTB)	3	1	2	0	0	0	0	1	1	1	1	1	1	1	0	1	1	0	2	2	1	1	2	1	1	1	0	1	1	2	0	3	0	1	3	2	P F G F
COMPREHENSIVE TESTS OF BASIC SKILLS, EXPANDED EDITION - LEVEL C Reading Vocabulary (CTB)	3	1	2	0	0	2	0	1	2	1	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	1	1	0	0	3	1	0	0	2	F G F P
COMPREHENSIVE TESTS OF BASIC SKILLS, EXPANDED EDITION - LEVEL 1 Reading Vocabulary (CTB)	3	1	2	0	0	1	0	1	1	1	1	1	1	1	0	1	1	1	2	2	1	1	2	1	1	1	0	1	1	0	0	2	1	1	2	2	P G F F
COOPERATIVE INTER-AMERICAN TESTS, TESTS OF READING: PRIMARY Total (GTA)	0	0	1	0	0	0	0	1	1	0	1	1	1	1	1	0	1	0	2	2	1	0	1	0	1	0	0	0	1	0	0	3	0	1	1	1	P F P P
COOPERATIVE INTER-AMERICAN TESTS, TESTS OF READING: PRIMARY Vocabulary (GTA)	0	1	2	0	0	0	0	1	1	0	1	1	1	1	1	0	1	0	2	2	1	1	1	0	1	0	0	0	1	0	0	0	0	1	0	1	P F P P
DELAWARE COUNTY SILENT READING TEST OF LANGUAGE SKILLS #122 Vocabulary (NAS)	0	0	1	0	0	0	0	1	1	0	1	1	0	0	0	1	1	1	1	2	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DIAGNOSTIC READING TEST Word Meanings Ability for Silent Reading (MPC)	0	1	2	0	0	0	0	0	2	0	1	0	0	0	0	1	1	1	2	0	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DURRELL LISTENING - READING SERIES: PRIMARY LEVEL Reading Test Vocabulary (HBJ)	3	1	2	0	0	1	0	0	1	0	1	1	1	1	1	1	1	1	1	2	1	0	2	1	1	1	1	1	0	2	0	3	0	1	2	2	P F G F

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Conveyance			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpretor		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-3	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-3	0-3	0-1	0-3	0-2	G,P,or F
GATES-MacGINITIE READING TESTS - PRIMARY B Vocabulary (TCP)	1	1	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	0	2	2	1	1	2	1	1	1	0	1	1	0	0	3	2	1	1	2	P G F F
GRAY-VOTAW-ROGERS GENERAL ACHIEVEMENT TEST - PRIMARY Reading: Vocabulary (SV)	0	1	2	0	0	0	0	1	1	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	0	0	0	1	0	0	0	0	1	3	1	P G F P
INDIVIDUAL READING TEST Word Reading Test (ACER)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	0	0	0	0	1	0	1	0	0	0	0	0	0	0	P F P P
INVENTORY-SURVEY TEST FOR PRIMARY GRADES Word and Phrase Meaning (SFC)	1	0	2	0	0	0	0	1	1	0	1	1	1	1	1	1	1	1	2	1	1	0	2	0	1	0	0	0	1	0	0	0	0	0	0	0	P G P P
IOWA TESTS OF BASIC SKILLS, PRIMARY, FORMS 5 AND 6 - LEVEL 7 Vocabulary (HMC)	0	1	2	0	0	0	0	1	2	2	1	1	1	1	1	0	1	1	2	2	1	1	2	1	1	0	1	0	1	1	0	0	0	0	0	2	P G F P
IOWA TESTS OF BASIC SKILLS, PRIMARY, FORMS 5 AND 6 - LEVEL 8 Vocabulary (HMC)	0	1	2	0	0	0	0	1	2	2	1	1	1	0	0	1	1	1	2	2	1	1	2	1	1	0	0	0	1	1	0	0	0	0	3	2	P G F P
McGRATH TEST OF READING SKILLS Word Meanings (MPC)	0	1	2	0	0	0	0	0	2	0	1	1	0	0	0	1	1	1	2	0	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
METROPOLITAN ACHIEVEMENT TESTS - PRIMARY I Word Knowledge (HBJ)	3	1	2	0	0	1	0	0	2	0	1	1	1	1	1	0	1	0	2	2	1	1	2	1	1	0	0	1	1	2	0	3	0	1	1	2	P F G P
METROPOLITAN ACHIEVEMENT TESTS - PRIMARY II Word Knowledge (HBJ)	3	2	2	0	0	0	0	1	2	0	1	1	1	1	1	0	1	0	2	2	1	1	2	1	1	0	0	1	1	2	0	0	0	1	3	2	P F G P
OISE ACHIEVEMENT TESTS IN SILENT READING - ADVANCED PRIMARY BATTERY Multiple Word Meanings (GCT)	1	1	2	0	0	0	0	1	1	0	1	1	1	1	1	1	1	1	2	2	1	0	2	1	1	1	0	0	1	0	0	0	0	1	0	1	P G F P
ORAL WORD READING TEST (NZCER)	1	1	2	0	0	0	0	1	0	0	0	1	1	0	1	1	1	1	2	0	1	1	0	0	0	0	1	0	1	1	0	0	0	0	0	0	P F P P
PUPIL PROGRESS SERIES DIAGNOSTIC READING - PRIMARY LEVEL I Vocabulary (STS)	1	2	1	0	0	0	0	1	2	0	1	1	1	1	1	1	1	0	2	2	1	1	2	1	1	1	0	0	1	1	0	0	0	0	3	2	P G F P
PUPIL PROGRESS SERIES DIAGNOSTIC READING - PRIMARY LEVEL II Vocabulary (STS)	1	1	1	0	0	0	0	1	1	0	1	1	1	1	0	1	1	0	2	2	1	1	2	1	1	1	0	0	1	1	0	3	0	1	1	2	P F F P
SRA ASSESSMENT SURVEY, ACHIEVEMENT SERIES - PRIMARY II Reading (SRA)	2	2	1	0	0	1	0	0	1	1	1	1	1	1	0	1	1	1	2	2	1	0	2	1	1	1	0	1	1	1	0	3	0	0	2	2	P F F P
STANDARD READING TESTS Picture Word-Recognition Test (ACER)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	2	0	0	0	0	0	1	0	0	0	0	[illegible]	0	0	P F P P
STANFORD ACHIEVEMENT TEST - PRIMARY LEVEL I Reading: Part A (HBJ)	3	1	2	0	0	1	0	0	2	0	1	1	1	1	1	1	1	1	2	2	1	0	2	1	1	1	0	1	1	2	0	3	0	1	0	2	P G G P
STANFORD ACHIEVEMENT TEST - PRIMARY LEVEL II Reading: Part A (HBJ)	3	1	1	0	0	0	0	1	1	2	1	1	0	1	1	0	1	0	2	2	1	0	2	1	1	1	0	1	1	2	0	0	0	1	1	2	P F G P
STANFORD DIAGNOSTIC READING TEST - LEVEL I Vocabulary (HBJ)	2	1	2	0	0	0	0	1	1	0	1	1	1	1	1	1	1	1	2	2	1	0	2	1	1	1	0	0	1	2	0	0	0	0	3	2	P G F P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY: CONTENT: Item Selection	MEASUREMENT VALIDITY: CONTENT: % Goal Assessed	MEASUREMENT VALIDITY: CONTENT: % Items Belonging	MEASUREMENT VALIDITY: CONSTRUCT: Divergent/Factorial	MEASUREMENT VALIDITY: CONSTRUCT: Experimental/Evaluational	MEASUREMENT VALIDITY: CONCURRENT	MEASUREMENT VALIDITY: PREDICTIVE	EXAMINEE APPROPRIATENESS: EXAMINEE JUSTIFICATION	EXAMINEE APPROPRIATENESS: COMPREHENSION: Item Appropriateness	EXAMINEE APPROPRIATENESS: COMPREHENSION: Item Difficulties	EXAMINEE APPROPRIATENESS: COMPREHENSION: Item Relevance	EXAMINEE APPROPRIATENESS: INSTRUCTIONS: Concepts, Vocabulary	EXAMINEE APPROPRIATENESS: INSTRUCTIONS: Task Aspects	EXAMINEE APPROPRIATENESS: INSTRUCTIONS: Sample Items	EXAMINEE APPROPRIATENESS: FORMAT: Page Layout	EXAMINEE APPROPRIATENESS: FORMAT: Illustration & Print	EXAMINEE APPROPRIATENESS: FORMAT: Item Coherence	EXAMINEE APPROPRIATENESS: POWER/SPEED TEST	EXAMINEE APPROPRIATENESS: RECORDING ANSWERS	ADMINISTRATIVE USABILITY: ADMINISTRATION: Testing Group Size	ADMINISTRATIVE USABILITY: ADMINISTRATION: Administrator	ADMINISTRATIVE USABILITY: ADMINISTRATION: Time	ADMINISTRATIVE USABILITY: EASE OF SCORING	ADMINISTRATIVE USABILITY: QUALITY OF MANUAL	ADMINISTRATIVE USABILITY: INTERPRETATION: Score Interpretation	ADMINISTRATIVE USABILITY: INTERPRETATION: Score Conversion	ADMINISTRATIVE USABILITY: INTERPRETATION: Norm Range	ADMINISTRATIVE USABILITY: INTERPRETATION: Norm Group	ADMINISTRATIVE USABILITY: INTERPRETATION: Score Interpreter	ADMINISTRATIVE USABILITY: CAN DECISIONS BE MADE?	NORMED TECHNICAL EXCELLENCE: RELIABILITY: Test – Retest	NORMED TECHNICAL EXCELLENCE: RELIABILITY: Internal Consistency	NORMED TECHNICAL EXCELLENCE: RELIABILITY: Alternate Form	NORMED TECHNICAL EXCELLENCE: REPLICABILITY	NORMED TECHNICAL EXCELLENCE: RANGE OF COVERAGE	NORMED TECHNICAL EXCELLENCE: SCORE GRADATION	TOTAL LETTER GRADES
Rating Range	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-P
TEST OF READING, INTER-AMERICAN SERIES: LEVEL 2 Vocabulary (GTA)	1	1	2	0	0	2	0	1	0	0	1	1	1	1	1	0	1	0	2	2	1	1	2	0	1	0	0	0	1	0	0	0	2	1	2	1	P F F P
WIDE RANGE ACHIEVEMENT TEST - LEVEL I Reading (GAD)	0	1	2	0	1	0	0	0	7	0	1	1	1	0	0	1	1	0	2	0	1	1	1	1	1	1	1	0	1	1	0	3	0	1	3	2	P F F F
22B. Reading Comprehension																																					
ACER PRIMARY READING SURVEY TESTS - LEVEL BB Comprehension (ACER)	2	1	2	0	0	0	0	1	1	0	1	1	1	1	1	1	1	1	2	2	1	0	2	1	1	1	0	0	1	1	0	0	0	1	0	1	P G F P
AMERICAN SCHOOL ACHIEVEMENT TESTS - PRIMARY BATTERY II Paragraph Meaning (BMC)	3	0	2	0	0	0	0	1	0	0	1	1	1	1	0	1	1	0	2	2	1	1	2	0	1	1	1	0	1	1	0	0	0	1	0	2	P F F P
BURNETT READING SERIES SURVEY TEST - PRIMARY I Comprehension (STS)	1	1	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	0	2	2	1	0	2	1	1	1	0	0	1	1	0	0	0	1	2	2	P G F P
BURNETT READING SERIES SURVEY TEST - PRIMARY I Total Survey (STS)	1	0	1	0	0	0	0	1	2	0	1	1	1	1	1	1	1	0	2	2	1	0	2	1	1	1	0	0	1	1	0	0	0	0	3	2	P G F P
BURNETT READING SERIES SURVEY TEST - PRIMARY II Comprehension (STS)	1	1	2	0	0	0	0	1	1	0	1	1	1	1	1	1	1	0	2	2	1	1	2	1	1	1	0	0	1	1	0	0	0	1	3	2	P F F P
BURNETT READING SERIES SURVEY TEST - PRIMARY II Total Survey (STS)	1	0	1	0	0	0	0	1	1	0	1	1	1	1	1	1	1	0	2	2	1	0	2	1	1	1	0	0	1	1	0	0	0	0	3	2	P F F P
CALIFORNIA ACHIEVEMENT TESTS - LEVEL 1 Reading Comprehension (CTB)	3	1	2	0	0	2	0	1	2	1	1	1	1	1	1	1	1	1	2	2	1	1	2	0	1	1	0	1	1	2	0	0	2	1	2	2	F G G [illegible]
CALIFORNIA ACHIEVEMENT TESTS - LEVEL 2 Reading Comprehension (CTB)	3	2	2	0	0	2	0	1	2	2	1	1	0	1	0	1	1	1	2	2	1	0	2	0	1	1	0	1	1	2	0	3	0	1	3	2	F G F F
CANADIAN TESTS OF BASIC SKILLS - LEVEL 7 Reading Comprehension (TNS)	3	2	2	0	0	0	0	1	1	1	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	0	1	1	0	0	0	0	3	2	P G F P
CANADIAN TESTS OF BASIC SKILLS - LEVEL 8 Reading Comprehension (TNS)	3	2	2	0	0	0	0	1	2	2	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	0	1	1	0	0	0	0	3	2	P G F P
COMPREHENSIVE TESTS OF BASIC SKILLS - LEVEL 1 Reading Comprehension (CTB)	3	2	2	0	0	0	0	1	1	2	1	1	1	1	1	1	1	0	2	2	1	0	2	1	1	1	0	1	1	2	0	3	0	1	3	2	P G G F
COMPREHENSIVE TESTS OF BASIC SKILLS, EXPANDED EDITION - LEVEL C Reading Passages (CTB)	3	2	2	0	0	1	0	1	2	1	1	1	1	1	0	1	1	1	2	2	1	0	2	1	1	1	0	1	1	0	0	3	1	1	0	2	F G F P
COMPREHENSIVE TESTS OF BASIC SKILLS, EXPANDED EDITION - LEVEL C Reading Sentences (CTB)	3	1	2	0	0	2	0	1	2	1	1	1	1	1	0	1	1	1	2	2	1	0	2	1	1	1	0	1	1	0	0	3	1	1	0	2	F G F P
COMPREHENSIVE TESTS OF BASIC SKILLS, EXPANDED EDITION - LEVEL C Reading Total Reading (CTB)	3	2	1	0	0	2	0	1	2	1	1	1	1	1	0	1	1	1	2	2	1	0	2	1	1	1	0	1	1	0	0	3	2	0	0	2	F G F P
COMPREHENSIVE TESTS OF BASIC SKILLS, EXPANDED EDITION - LEVEL 1 Reading Comprehension (CTB)	3	2	2	0	0	1	0	1	1	1	1	1	1	1	0	1	1	1	2	2	1	0	2	1	1	1	0	1	1	0	0	3	1	1	1	2	F G F F

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
COMPREHENSIVE TESTS OF BASIC SKILLS, EXPANDED EDITION - LEVEL 1 Reading Total Reading (CTB)	3	2	1	0	0	1	0	1	1	1	1	1	1	1	0	1	1	1	2	2	1	0	2	1	1	1	0	1	1	0	0	3	2	1	3	2	P G F F
COOPERATIVE INTER-AMERICAN TESTS, TESTS OF READING: PRIMARY Comprehension (GTA)	0	1	2	0	0	0	0	1	2	0	1	1	1	1	1	0	1	0	2	2	1	1	1	0	1	0	0	0	1	0	0	0	0	1	0	1	P F P P
COOPERATIVE PRIMARY TESTS Reading - Form 12 (ETS)	3	1	2	0	0	0	0	1	2	2	1	1	0	0	1	0	1	1	2	2	1	0	2	1	1	1	0	1	1	1	0	2	2	0	3	1	P G F F
COOPERATIVE PRIMARY TESTS Reading - Form 23 (ETS)	3	1	2	0	0	0	0	1	1	2	1	1	1	0	1	0	0	1	2	2	1	0	2	1	1	1	0	1	1	1	0	2	2	0	3	1	P F F F
DELAWARE COUNTY SILENT READING TEST #121 Interpretation of Ideas (NAS)	0	1	1	0	0	0	0	1	1	0	1	1	1	0	0	0	1	1	2	2	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DELAWARE COUNTY SILENT READING TEST #121 Organization of Ideas (NAS)	0	0	2	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	2	2	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DELAWARE COUNTY SILENT READING TEST #121 Reading Achievement Rating (NAS)	0	2	2	0	0	0	0	1	1	0	1	0	0	0	0	0	1	1	2	2	1	1	0	0	0	1	0	0	1	1	0	0	0	0	0	0	P P P P
DELAWARE COUNTY SILENT READING TEST #121 Vocabulary (NAS)	0	0	2	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	2	2	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DELAWARE COUNTY SILENT READING TEST OF LANGUAGE SKILLS #122 Interpretation of Ideas (NAS)	0	1	2	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	2	2	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DELAWARE COUNTY SILENT READING TEST OF LANGUAGE SKILLS #122 Organization of Ideas (NAS)	0	0	2	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	2	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DENVER PUBLIC SCHOOLS READING INVENTORY Oral Reading Selection Oral Comprehension (DPS)	1	1	2	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	2	0	1	0	0	1	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
DENVER PUBLIC SCHOOLS READING INVENTORY Silent Comprehension (DPS)	1	1	2	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	2	0	1	0	0	1	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
DENVER PUBLIC SCHOOLS READING INVENTORY Total Comprehension (DPS)	1	2	2	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	2	0	1	0	0	1	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
DIAGNOSTIC READING SCALES Checklist of Reading Difficulties Silent Reading (CTB)	0	1	2	0	0	0	0	0	1	0	1	1	0	0	1	1	1	1	2	0	0	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DIAGNOSTIC READING SCALES Reading Passages Independent Level (CTB)	1	2	2	0	1	2	0	0	2	0	1	1	1	0	1	1	1	1	2	0	0	1	0	0	0	1	0	0	1	1	0	0	0	0	0	0	F F P P
DIAGNOSTIC READING SCALES Reading Passages Oral Comprehension (CTB)	1	1	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	0	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DIAGNOSTIC READING SCALES Reading Passages Rate of Silent Reading (CTB)	1	0	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	0	1	2	0	0	1	0	0	1	0	0	0	0	1	0	0	P F P P
DIAGNOSTIC READING SCALES Reading Passages Silent Comprehension (CTB)	1	1	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	0	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
DIAGNOSTIC READING TEST Silent Reading Test for Establishing Level cf Comprehension (MPC)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
DIAGNOSTIC READING TESTS, SURVEY SECTION: K-4, BOOKLET II Comprehension (CDRT)	0	1	2	0	0	0	0	0	0	0	1	0	0	0	1	1	1	1	2	1	1	0	2	0	1	0	0	0	1	0	0	0	0	0	2	2	P P P P
DIAGNOSTIC READING TESTS, SURVEY SECTION: K-4, BOOKLET II Total Score (CDRT)	0	1	1	0	0	0	0	0	0	0	1	0	0	0	1	1	1	1	1	1	1	0	2	0	1	0	0	0	1	0	0	0	0	0	2	2	P P P P
DOREN DIAGNOSTIC READING TEST OF WORD RECOGNITION Beginning Sounds (AGS)	2	1	1	0	0	0	0	0	2	0	1	1	0	1	1	1	1	1	2	2	1	1	2	1	0	0	0	0	1	2	0	0	0	0	0	0	P F F P
DOREN DIAGNOSTIC READING TEST OF WORD RECOGNITION Blending (AGS)	2	1	2	0	0	0	0	0	1	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	0	0	0	0	1	2	0	0	0	0	0	0	P F F P
DOREN DIAGNOSTIC READING TEST OF WORD RECOGNITION Discriminate Guessing (AGS)	2	1	2	0	0	0	0	0	1	0	1	1	1	1	1	1	1	1	2	2	1	1	0	1	0	0	0	0	1	2	0	0	0	0	0	0	P F F P
DURRELL ANALYSIS OF READING DIFFICULTY Oral Reading Comprehension (HBJ)	0	1	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DURRELL ANALYSIS OF READING DIFFICULTY Silent Reading Comparison with Oral Reading (HBJ)	0	0	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DURRELL ANALYSIS OF READING DIFFICULTY Silent Reading Comprehension (HBJ)	0	0	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	0	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DURRELL ANALYSIS OF READING DIFFICULTY Silent Reading Eye Movements (HBJ)	0	0	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DURRELL ANALYSIS OF READING DIFFICULTY Silent Reading Mechanics of Silent Reading - Check List of Difficulties (HBJ)	0	0	0	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DURRELL ANALYSIS OF READING DIFFICULTY Silent Reading Time (HBJ)	0	0	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DURRELL LISTENING - READING SERIES: PRIMARY LEVEL Reading Test Sentences (HBJ)	3	1	2	0	0	1	0	0	1	0	1	1	1	0	1	1	1	1	1	2	1	0	2	1	1	1	1	1	1	2	0	3	0	1	1	2	P F G P
EARLY PRIMARY SURVEY TEST Reading (SFC)	3	2	1	0	2	0	0	1	1	1	1	0	1	1	1	1	1	1	2	2	1	0	2	1	1	1	0	1	1	1	0	3	0	0	1	2	F G F P
EDUCATIONAL DEVELOPMENT SERIES - LOWER PRIMARY Basic Skills (STS)	0	2	1	0	0	0	0	1	1	0	1	1	1	0	1	1	1	0	2	2	1	0	2	1	1	1	0	0	1	0	0	3	0	1	0	2	P F F P
EDUCATIONAL DEVELOPMENT SERIES - LOWER PRIMARY Reading (STS)	0	2	2	0	0	0	0	1	1	0	1	1	1	1	1	1	1	0	2	2	1	0	2	1	1	1	0	0	1	0	0	2	0	1	0	2	P F F P
EMPORIA ELEMENTARY READING TEST (BEM)	1	1	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	0	2	2	1	1	2	0	1	1	0	0	1	1	0	2	0	1	2	1	P G F P
GAP READING COMPREHENSION TEST (HEB)	1	1	1	0	0	0	0	0	1	0	0	1	0	1	1	1	1	1	2	2	1	0	1	1	0	1	0	0	1	0	0	0	0	0	0	2	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
GATES-MacGINITIE READING TESTS - PRIMARY B Comprehension (TCP)	1	1	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	0	2	2	1	0	2	1	1	1	0	1	1	0	0	3	2	1	1	2	P G F F
GATES-MacGINITIE READING TESTS - PRIMARY CS (TCP)	1	1	2	0	0	0	0	1	1	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	1	1	0	0	0	0	1	2	2	P G F P
GILMORE ORAL READING TEST Comprehension (HBJ)	3	1	2	0	0	0	0	1	2	0	0	1	1	0	1	1	1	1	2	0	1	1	0	1	1	1	1	0	1	1	0	0	0	1	0	2	P F F P
GILMORE ORAL READING TEST Rate (HBJ)	3	0	2	0	0	0	0	1	1	0	0	1	1	0	1	1	1	1	2	0	1	1	2	1	0	1	0	0	1	1	0	0	0	1	0	0	P F F P
GRAY-VOTAW-ROGERS GENERAL ACHIEVEMENT TEST - PRIMARY Reading: Comprehension (SV)	0	2	2	0	0	0	0	1	0	0	1	1	1	1	0	1	1	1	2	2	1	1	2	1	1	0	0	0	1	0	0	0	0	1	3	1	P F F P
HOLBORN READING SCALE (GH)	0	0	2	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	2	0	1	1	2	0	0	1	1	0	1	0	0	0	0	0	0	0	P F P P
INDIVIDUAL READING TEST Reading Comprehension Test (ACER)	0	1	2	0	0	0	0	0	2	0	1	0	1	1	1	1	1	1	2	0	1	1	0	0	0	0	1	0	1	0	0	0	0	0	0	0	P F P P
INDIVIDUAL READING TEST Speed of Reading Test (ACER)	0	0	2	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	2	0	1	1	1	0	0	0	1	0	1	0	0	0	0	0	0	0	P F P P
INFORMAL READING ASSESSMENT TESTS, TEST 1 Comprehension (TNS)	0	1	2	0	0	0	0	0	2	0	1	0	0	1	1	1	1	1	2	2	1	1	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F F P
INFORMAL READING ASSESSMENT TESTS, TEST 1 Oral Reading Comprehension (TNS)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
INFORMAL READING ASSESSMENT TESTS, TEST 2 Comprehension (TNS)	0	1	2	0	0	0	0	0	2	0	1	1	0	1	1	1	1	1	2	2	1	1	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F F P
INFORMAL READING ASSESSMENT TESTS, TEST 2 Oral Reading Comprehension (TNS)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
INFORMAL READING ASSESSMENT TESTS, TEST 3 Comprehension (TNS)	0	1	2	0	0	0	0	0	1	0	1	1	0	1	1	1	1	1	2	2	1	1	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F F P
INFORMAL READING ASSESSMENT TESTS, TEST 3 Oral Reading Comprehension (TNS)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
INVENTORY-SURVEY TEST FOR PRIMARY GRADES Paragraph Meaning (SFC)	1	1	2	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	2	1	1	0	2	0	1	0	0	0	1	0	0	0	0	0	0	0	P F P P
INVENTORY-SURVEY TEST FOR PRIMARY GRADES Scrutiny (SFC)	1	0	1	0	0	0	0	1	1	0	1	1	1	1	1	1	1	1	2	1	1	0	2	0	1	0	0	0	1	0	0	0	0	0	0	0	P G P P
INVENTORY-SURVEY TEST FOR PRIMARY GRADES Sentence Meaning (SFC)	1	0	2	0	0	0	0	1	1	0	1	1	1	1	1	1	1	1	2	1	1	0	2	0	1	0	0	0	1	0	0	0	0	0	0	0	P G P P
INVENTORY-SURVEY TEST FOR PRIMARY GRADES Total Score (SFC)	1	1	2	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	2	1	1	0	2	0	1	1	0	0	1	0	0	0	0	0	3	2	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
IOWA TESTS OF BASIC SKILLS, PRIMARY, FORMS 5 AND 6 - LEVEL 7 Reading Comprehension (HMC)	3	1	2	0	0	0	0	1	1	1	1	1	1	0	1	1	1	1	2	2	1	0	2	1	1	0	1	0	1	1	0	0	0	0	2	2	P G F P
IOWA TESTS OF BASIC SKILLS, PRIMARY, FORMS 5 AND 6 - LEVEL 8 Reading Comprehension (HMC)	3	2	2	0	0	0	0	1	1	2	1	1	1	0	1	0	1	1	2	2	1	0	2	1	1	0	0	0	1	1	0	0	0	0	3	2	P G F P
KINGSTON TEST OF SILENT READING (GH)	0	1	2	0	0	0	0	1	1	0	1	1	1	1	0	1	1	1	1	2	1	0	1	1	0	1	0	1	1	0	0	0	0	1	0	2	P F F P
McGRATH TEST OF READING SKILLS Oral Reading Rates (MPC)	0	0	2	0	0	0	0	0	2	0	1	1	0	0	0	1	1	1	2	0	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
McGRATH TEST OF READING SKILLS Silent Reading Rates (MPC)	0	0	2	0	0	0	0	0	2	0	1	1	0	0	0	1	1	1	2	0	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
METROPOLITAN ACHIEVEMENT TESTS - PRIMARY I Reading (HBJ)	3	2	2	0	0	1	0	0	2	0	1	1	1	1	1	1	1	0	2	2	1	0	2	1	1	0	0	1	1	2	0	3	0	1	3	2	F F F F
METROPOLITAN ACHIEVEMENT TESTS - PRIMARY II Reading (HBJ)	3	2	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	0	2	2	1	0	2	1	1	0	0	1	1	2	0	0	0	1	3	2	P G F P
NEALE ANALYSIS OF READING ABILITY Comprehension of Reading (NFER)	0	1	2	0	0	0	0	0	1	0	1	1	0	0	1	0	1	1	2	0	1	1	0	1	0	1	0	0	1	0	0	0	0	0	0	2	P F P P
OISE ACHIEVEMENT TESTS IN SILENT READING - ADVANCED PRIMARY BATTERY Comprehension - Part A (GCT)	1	2	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	0	2	1	1	1	0	0	1	0	0	0	0	1	0	1	P G F P
OISE ACHIEVEMENT TESTS IN SILENT READING - ADVANCED PRIMARY BATTERY Comprehension - Part B (GCT)	1	0	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	1	2	1	1	2	1	1	1	0	0	1	0	0	0	0	1	0	1	P G F P
OISE ACHIEVEMENT TESTS IN SILENT READING - ADVANCED PRIMARY BATTERY Total (GCT)	1	2	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	1	2	1	0	2	1	1	1	0	0	1	0	0	0	0	1	3	2	P G F P
OISE ACHIEVEMENT TESTS IN SILENT READING - ADVANCED PRIMARY BATTERY Words in Use (GCT)	1	1	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	0	2	1	1	1	0	0	1	0	0	0	0	1	0	1	P G F P
PEABODY INDIVIDUAL ACHIEVEMENT TEST Reading Comprehension (AGS)	2	1	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	0	1	1	2	1	1	1	1	1	1	1	0	0	0	0	1	2	F G F P
PRIMARY READING PROFILES - LEVEL 1 Composite (HMC)	2	1	1	0	0	0	0	0	1	1	1	0	1	0	1	0	1	1	2	1	1	0	2	1	1	1	0	1	1	1	0	3	0	1	2	2	P F F F
PRIMARY READING PROFILES - LEVEL 1 Reading Comprehension (HMC)	2	1	2	0	0	0	0	0	1	2	1	0	1	1	1	0	1	1	2	1	1	0	2	1	1	1	0	1	1	1	0	3	0	1	2	2	P F F F
PRIMARY READING PROFILES - LEVEL 1 Word Attack (HMC)	2	0	1	0	0	0	0	0	2	1	1	1	0	1	1	0	1	1	2	1	1	0	2	1	1	1	0	1	1	1	0	2	0	1	1	2	P F F P
PRIMARY READING PROFILES - LEVEL 2 Composite (HMC)	2	1	1	0	0	1	0	0	1	1	1	0	0	0	0	0	0	1	2	2	1	0	2	1	1	1	0	1	1	1	0	3	0	1	1	2	P P F P
PRIMARY READING PROFILES - LEVEL 2 Reading Comprehension (HMC)	2	1	2	0	0	1	0	0	1	1	1	1	1	0	0	1	1	1	2	2	1	0	2	1	1	1	0	1	1	1	0	3	0	1	1	2	P F F P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range	0-3	0-2	0-2	0-3	0-3	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-F-P
PRIMARY READING PROFILES - LEVEL 2 Word Attack (HMC)	2	1	1	0	0	1	0	0	1	2	1	1	0	0	1	1	1	1	2	2	1	1	2	1	1	1	0	1	1	1	0	3	0	1	0	2	P F G P
PRIMARY READING TEST (PA)	1	1	1	0	0	2	0	1	1	0	1	1	1	1	0	1	1	1	2	2	1	0	1	1	1	0	0	0	1	0	0	3	0	0	0	0	P F P P
PUPIL PROGRESS SERIES DIAGNOSTIC READING - PRIMARY LEVEL I Comprehension (STS)	1	1	2	0	0	0	0	1	1	0	1	1	1	1	1	0	1	0	2	2	1	1	2	1	1	1	0	0	1	1	0	0	0	1	3	2	P F F P
PUPIL PROGRESS SERIES DIAGNOSTIC READING - PRIMARY LEVEL I Rate (STS)	1	0	2	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	2	2	1	1	2	1	1	1	0	0	1	1	0	0	0	1	1	2	P F F P
PUPIL PROGRESS SERIES DIAGNOSTIC READING - PRIMARY LEVEL II Comprehension (STS)	1	2	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	0	2	2	1	1	2	1	1	1	0	0	1	1	0	3	0	1	3	2	P G F F
PUPIL PROGRESS SERIES DIAGNOSTIC READING - PRIMARY LEVEL II Rate (STS)	1	0	2	1	0	0	0	1	2	0	1	1	1	0	0	1	1	1	2	2	1	1	2	1	1	1	0	0	1	1	0	2	0	1	2	2	P F F P
READING TEST A (NFER2)	0	0	2	0	0	0	0	0	0	0	0	1	1	1	1	1	1	1	2	2	1	0	2	0	0	1	1	0	1	0	0	3	0	0	0	2	P F F P
READING TEST AD (NFER2)	0	0	2	0	0	0	0	1	0	0	1	1	1	1	0	1	1	0	2	2	1	1	2	0	0	1	0	0	1	0	0	0	0	1	0	2	P F F P
READING TEST BD (NFER2)	0	0	2	0	0	0	0	1	0	0	1	1	1	1	0	1	1	0	2	2	1	1	2	0	0	1	0	0	1	0	0	3	0	1	3	2	P F F F
SILENT READING TEST A (NFER)	0	1	2	0	0	0	0	1	0	0	1	1	1	1	0	1	1	1	1	2	1	1	0	0	0	1	0	0	1	0	0	0	0	0	0	0	P F P P
SILENT READING TEST B (NFER)	0	1	2	0	[illegible]	0	0	1	0	0	1	0	0	1	0	1	0	1	1	2	1	1	1	0	0	0	0	0	1	0	0	0	0	1	0	0	P P P P
SIMPLE PROSE READING TEST Comprehension (NFER)	0	1	2	0	0	0	0	1	0	0	1	1	1	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
SRA ASSESSMENT SURVEY; ACHIEVEMENT SERIES - PRIMARY I Reading (SRA)	2	1	1	0	0	1	0	0	2	1	1	1	1	1	0	1	1	1	2	2	1	0	2	1	1	1	1	1	1	1	0	3	0	0	2	2	P G G P
STANDARD READING INVENTORY Oral Performance Oral Recall (BERS)	2	0	1	0	0	0	0	1	1	0	1	1	0	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
STANDARD READING INVENTORY Silent Performance Silent Recall (BERS)	2	0	1	0	0	0	0	1	1	0	1	1	0	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
STANDARD READING INVENTORY Silent Performance Speed (Seconds) (BERS)	2	0	2	0	0	0	0	1	1	0	1	1	0	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
STANDARD READING INVENTORY SRI Check List of Reading Habits Silent Reading (BERS)	0	0	1	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
STANDARD READING TESTS Graded Test of Reading Experience (ACER)	0	1	2	0	0	0	0	0	0	0	1	1	1	0	0	0	0	1	2	2	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Score Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-P
STANDARD READING TESTS Silent Prose-Reading and Comprehension Test (ACER)	0	0	2	0	0	0	0	0	1	0	1	1	1	0	1	0	1	1	2	0	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
STANDARD READING TESTS Standard Test of Reading Skill (ACER)	1	1	2	0	0	0	0	0	1	0	1	1	0	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	2	0	0	0	0	0	0	P F P P
STANFORD ACHIEVEMENT TEST - PRIMARY LEVEL I Reading: Part B (HBJ)	3	1	2	0	0	1	0	0	1	0	1	1	1	1	0	1	1	1	2	2	1	0	2	1	1	1	0	1	1	2	0	3	0	1	0	2	P F G P
STANFORD ACHIEVEMENT TEST - PRIMARY LEVEL II Reading: Part B (HBJ)	3	1	2	0	0	0	0	1	1	2	1	1	1	1	1	1	1	0	2	2	1	0	2	1	1	1	0	1	1	2	0	0	0	1	2	2	P G G P
STANFORD DIAGNOSTIC READING TEST - LEVEL I Reading Comprehension (HBJ)	2	1	2	0	0	0	0	1	2	0	1	1	1	1	1	1	0	1	2	2	1	0	2	1	1	1	0	0	1	2	0	0	0	1	1	2	P G F P
SUCHER-ALLRED READING PLACEMENT INVENTORY Oral Reading Comprehension (EC)	1	2	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
SURVEY OF PRIMARY READING DEVELOPMENT - FORM C OR D (ETS)	1	1	1	0	0	1	0	0	0	0	1	1	1	0	1	1	1	1	1	2	1	0	2	1	1	1	0	0	1	2	0	2	0	0	3	1	P F F P
TEST OF INDIVIDUAL NEEDS IN READING Comprehension (MRP)	1	1	2	0	0	0	0	0	1	0	1	1	1	1	0	0	1	1	2	2	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
TEST OF INDIVIDUAL NEEDS IN READING Silent Reading Speed (MRP)	1	0	2	0	0	0	0	0	1	0	1	1	1	1	0	0	1	1	2	2	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
TEST OF READING, INTER-AMERICAN SERIES: LEVEL 2 Level of Comprehension (GTA)	1	1	2	0	0	2	0	1	1	0	1	1	1	1	0	0	1	0	2	2	1	1	2	0	1	0	0	0	1	0	0	0	2	1	3	1	P F F P
TEST OF READING, INTER-AMERICAN SERIES: LEVEL 2 Speed of Comprehension (GTA)	1	1	2	0	0	1	0	1	0	0	1	1	1	0	0	0	1	1	2	2	1	1	2	0	1	0	0	0	1	0	0	0	1	1	0	1	P F F P
TEST OF READING, INTER-AMERICAN SERIES: LEVEL 2 Total (GTA)	1	1	2	0	0	2	0	1	0	0	1	1	1	1	0	0	1	0	2	2	1	0	2	0	1	0	0	0	1	0	0	0	2	1	3	1	P F P P
WIDE-SPAN READING TEST (TNS)	0	0	2	0	0	0	0	1	0	0	1	0	1	1	1	1	1	0	1	2	1	0	1	1	1	0	0	0	1	1	0	0	3	0	3	2	P F F F
WILLIAMS PRIMARY READING TEST - PRIMARY II (SMC)	1	1	1	0	0	0	0	1	1	0	1	1	1	1	0	1	1	1	2	2	1	0	2	1	1	0	0	0	1	0	0	0	0	1	0	1	P F F P
WOODCOCK READING MASTERY TESTS Passage Comprehension (AGS)	2	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	0	1	1	0	1	1	0	1	0	3	2	0	0	2	P F P P
31. READING INTERPRETATION AND CRITICISM																																					
31A. Oral Reading																																					
DENVER PUBLIC SCHOOLS READING INVENTORY Inventory Analysis - Teacher Observation (DPS)	1	0	1	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	2	0	1	0	0	1	0	0	0	0	1	1	0	0	0	0	0	0	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evolutional				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpretor		Test — Retest	Internal Consistency	Alternate Form				
Rating Range	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
DEVELOPMENTAL PROFILE Communication Age (PDP)	1	1	1	0	0	0	0	0	2	1	1	1	0	0	1	1	0	1	2	0	1	0	1	1	0	0	1	0	1	0	0	0	0	0	0	0	P F P P
DIAGNOSTIC READING SCALES Check List of Reading Difficulties Oral Reading (CTB)	0	1	2	0	0	0	0	0	1	0	1	1	0	0	1	1	1	1	2	0	0	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DIAGNOSTIC READING SCALES Reading Passages Instructional Level (CTB)	1	2	1	0	1	2	0	0	2	0	1	1	1	0	1	1	1	1	2	0	0	1	0	0	0	1	0	0	1	1	0	0	0	0	0	0	P F P P
DIAGNOSTIC READING SCALES Reading Passages Oral Errors (CTB)	1	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	0	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DIAGNOSTIC READING TEST Oral Paragraph Reading Ability (MPC)	0	1	2	0	0	0	0	0	1	0	1	0	0	0	0	1	1	1	2	0	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
DURRELL ANALYSIS OF READING DIFFICULTY Check List of Instructional Needs - Primary Reading Level (HBJ)	0	1	0	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DURRELL ANALYSIS OF READING DIFFICULTY Oral Reading Errors (HBJ)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DURRELL ANALYSIS OF READING DIFFICULTY Oral Reading General Reading Habits - Check List of Difficulties (HBJ)	0	0	1	0	0	0	0	0	1	0	1	1	0	0	1	1	1	1	2	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DURRELL ANALYSIS OF READING DIFFICULTY Oral Reading Phrase Reading - Check List of Difficulties (HBJ)	0	1	2	0	0	0	0	0	1	0	1	1	0	0	1	1	1	1	2	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DURRELL ANALYSIS OF READING DIFFICULTY Oral Reading Time (HBJ)	0	0	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DURRELL ANALYSIS OF READING DIFFICULTY Oral Reading Voice, Enunciation, Expression - Check List of Difficulties (HBJ)	0	0	2	0	0	0	0	0	1	0	1	1	0	0	1	1	1	1	2	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DURRELL ANALYSIS OF READING DIFFICULTY Oral Reading Word Skills in Oral Reading - Check List of Difficulties (HBJ)	0	1	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
GATES-McKILLOP READING DIAGNOSTIC TESTS Oral Reading Analysis of Mispronunciations (TCP)	0	0	2	0	0	0	0	0	0	0	0	1	1	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
GATES-McKILLOP READING DIAGNOSTIC TESTS Oral Reading Analysis of Mispronunciations - Full Reversals (TCP)	0	0	2	0	0	0	0	0	0	0	0	1	1	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
GATES-McKILLOP READING DIAGNOSTIC TESTS Oral Reading Analysis of Mispronunciations - Reversals of Parts (TCP)	0	0	2	0	0	0	0	0	0	0	0	1	1	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
GATES-McKILLOP READING DIAGNOSTIC TESTS Oral Reading Analysis of Mispronunciations - Total Wrong Order (E+F) (TCP)	0	0	2	0	0	0	0	0	0	0	0	1	1	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
GATES-McKILLOP READING DIAGNOSTIC TESTS Oral Reading Analysis of Mispronunciations - Wrong Beginnings (TCP)	0	0	2	0	0	0	0	0	0	0	0	1	1	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
GATES-McKILLOP READING DIAGNOSTIC TESTS Oral Reading Analysis of Mispronunciations - Wrong Endings (TCP)	0	0	2	0	0	0	0	0	0	0	0	1	1	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY: CONTENT: Item Selection	MEASUREMENT VALIDITY: CONTENT: % Goal Assessed	MEASUREMENT VALIDITY: CONTENT: % Items Belonging	MEASUREMENT VALIDITY: CONSTRUCT: Divergent/Factorial	MEASUREMENT VALIDITY: CONSTRUCT: Experimental/Evaluational	MEASUREMENT VALIDITY: CONCURRENT	MEASUREMENT VALIDITY: PREDICTIVE	EXAMINEE APPROPRIATENESS: EXAMINEE JUSTIFICATION	EXAMINEE APPROPRIATENESS: COMPREHENSION: Item Appropriateness	EXAMINEE APPROPRIATENESS: COMPREHENSION: Item Difficulties	EXAMINEE APPROPRIATENESS: COMPREHENSION: Item Relevance	EXAMINEE APPROPRIATENESS: INSTRUCTIONS: Concepts, Vocabulary	EXAMINEE APPROPRIATENESS: INSTRUCTIONS: Task Aspects	EXAMINEE APPROPRIATENESS: INSTRUCTIONS: Sample Items	EXAMINEE APPROPRIATENESS: FORMAT: Page Layout	EXAMINEE APPROPRIATENESS: FORMAT: Illustration & Print	EXAMINEE APPROPRIATENESS: FORMAT: Item Coherence	EXAMINEE APPROPRIATENESS: POWER/SPEED TEST	EXAMINEE APPROPRIATENESS: RECORDING ANSWERS	ADMINISTRATIVE USABILITY: ADMINISTRATION: Testing Group Size	ADMINISTRATIVE USABILITY: ADMINISTRATION: Administrator	ADMINISTRATIVE USABILITY: ADMINISTRATION: Time	ADMINISTRATIVE USABILITY: EASE OF SCORING	ADMINISTRATIVE USABILITY: QUALITY OF MANUAL	ADMINISTRATIVE USABILITY: INTERPRETATION: Score Interpretation	ADMINISTRATIVE USABILITY: INTERPRETATION: Score Conversion	ADMINISTRATIVE USABILITY: INTERPRETATION: Norm Range	ADMINISTRATIVE USABILITY: INTERPRETATION: Norm Group	ADMINISTRATIVE USABILITY: INTERPRETATION: Score Interpreter	ADMINISTRATIVE USABILITY: CAN DECISIONS BE MADE?	NORMED TECHNICAL EXCELLENCE: RELIABILITY: Test – Retest	NORMED TECHNICAL EXCELLENCE: RELIABILITY: Internal Consistency	NORMED TECHNICAL EXCELLENCE: RELIABILITY: Alternate Form	NORMED TECHNICAL EXCELLENCE: REPLICABILITY	NORMED TECHNICAL EXCELLENCE: RANGE OF COVERAGE	NORMED TECHNICAL EXCELLENCE: SCORE GRADATION	TOTAL LETTER GRADES
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
GATES-McKILLOP READING DIAGNOSTIC TESTS Oral Reading Analysis of Mispronunciations - Wrong Middles (TCP)	0	0	2	0	0	0	0	0	0	0	0	1	1	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
GATES-McKILLOP READING DIAGNOSTIC TESTS Oral Reading Analysis of Mispronunciations - Wrong Several Parts (TCP)	0	0	2	0	0	0	0	0	0	0	0	1	1	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
GATES-McKILLOP READING DIAGNOSTIC TESTS Oral Reading Analysis of Total Errors (TCP)	0	0	2	0	0	0	0	0	0	0	0	1	1	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
GATES-McKILLOP READING DIAGNOSTIC TESTS Oral Reading Analysis of Total Errors - Additions, Words (TCP)	0	0	2	0	0	0	0	0	0	0	0	1	1	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
GATES-McKILLOP READING DIAGNOSTIC TESTS Oral Reading Analysis of Total Errors - Mispronunciations (G Through K) (TCP)	0	0	2	0	0	0	0	0	0	0	0	1	1	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
GATES-McKILLOP READING DIAGNOSTIC TESTS Oral Reading Analysis of Total Errors - Omissions, Words (TCP)	0	0	2	0	0	0	0	0	0	0	0	1	1	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
GATES-McKILLOP READING DIAGNOSTIC TESTS Oral Reading Analysis of Total Errors - Repetitions (TCP)	0	0	2	0	0	0	0	0	0	0	0	1	1	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
GATES-McKILLOP READING DIAGNOSTIC TESTS Oral Reading Total Score (TCP)	0	1	2	0	0	0	0	0	0	0	0	1	1	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
GILMORE ORAL READING TEST Accuracy (HBJ)	3	2	2	0	0	0	0	1	1	0	0	1	1	0	1	1	1	1	2	0	1	1	0	1	1	1	1	0	1	1	0	0	0	1	0	2	P F F P
GRAY ORAL READING TEST (SV)	3	2	2	0	0	0	0	1	2	0	0	1	1	0	1	1	1	1	2	0	1	1	1	0	1	0	1	0	1	1	0	0	0	0	0	1	P F P P
INFORMAL READING ASSESSMENT TESTS, TEST 1 Oral Reading Vocabulary (TNS)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
INFORMAL READING ASSESSMENT TESTS, TEST 2 Oral Reading Vocabulary (TNS)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
INFORMAL READING ASSESSMENT TESTS, TEST 3 Oral Reading Vocabulary (TNS)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
McGRATH TEST OF READING SKILLS Oral Paragraph Reading (MPC)	0	1	2	0	0	0	0	0	2	0	1	1	0	0	0	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
NEALE ANALYSIS OF READING ABILITY Qualitative Assessment General Reading Habits (NFER)	0	0	1	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	0	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
NEALE ANALYSIS OF READING ABILITY Rate of Reading (NFER)	0	0	2	0	0	0	0	0	1	0	1	1	0	0	1	0	1	1	2	0	1	1	2	1	0	1	0	0	1	0	0	0	0	0	0	2	P F P P
ORAL WORD-RECOGNITION TEST (MPC)	0	0	2	0	0	0	0	0	2	0	1	0	0	0	0	0	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
READING CLASSIFICATION TEST (ACER)	1	1	2	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	2	0	1	1	0	1	0	0	0	0	1	1	0	0	0	0	0	1	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
SIMPLE PROSE READING TEST Speed (NFER)	0	0	2	0	0	0	0	1	0	0	1	1	0	0	1	1	1	1	2	0	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
SIMPLE PROSE READING TEST Word Recognition (NFER)	0	1	2	0	0	0	0	1	0	0	1	1	1	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
STANDARD READING INVENTORY Oral Performance Speed (Seconds) (BERS)	2	0	2	0	0	0	0	1	1	0	1	1	0	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
STANDARD READING INVENTORY Oral Performance Total Errors (BERS)	2	0	2	0	0	0	0	1	1	0	1	1	0	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	2	0	0	0	P F P P
STANDARD READING INVENTORY Oral Performance Word Recognition Errors (BERS)	2	1	2	0	0	0	0	1	1	0	1	1	0	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P
STANDARD READING INVENTORY SRI Check List of Reading Habits Oral Reading (BERS)	0	1	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
STANDARDIZED ORAL READING CHECK TESTS Set II Errors (BMC)	0	1	2	0	0	0	0	0	1	0	1	1	0	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
STANDARDIZED ORAL READING CHECK TESTS Set II Rate (BMC)	0	1	2	0	0	0	0	0	1	0	1	1	0	0	1	1	1	1	2	0	1	1	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
STANDARDIZED ORAL READING PARAGRAPHS (BMC)	0	2	2	0	0	0	0	0	0	0	1	1	0	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
SUCHER-ALLRED READING PLACEMENT INVENTORY Oral Reading Word Recognition (EC)	1	0	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
SUCHER-ALLREAD READING PLACEMENT INVENTORY Word Recognition (EC)	1	0	2	0	0	0	0	0	2	0	1	0	0	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
TEST OF INDIVIDUAL NEEDS IN READING Basic Reading Level (MRP)	1	2	2	0	0	0	0	0	1	0	1	1	1	1	0	0	1	1	2	2	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
TEST OF INDIVIDUAL NEEDS IN READING Oral Reading Summary (MRP)	1	2	2	0	0	0	0	0	1	0	1	1	1	1	0	0	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
31B. Reading Interpretation																																					
STANDARD READING INVENTORY Total Interpretation (BERS)	0	1	2	0	0	0	0	1	1	0	1	1	0	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
31C. Critical Reading																																					
32. VALUING LITERATURE AND LANGUAGE																																					
EDUCATIONAL DEVELOPMENT SERIES - LOWER PRIMARY School Interests English (STS)	0	0	2	0	0	0	0	1	1	0	1	1	1	1	0	1	1	1	0	2	1	1	2	0	0	0	0	0	1	0	0	0	0	1	0	0	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-F-P
32A. Response to Literature and Language																																					
DURRELL ANALYSIS OF READING DIFFICULTY Silent Reading Response to Imagery Questions (HBJ)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1	1	1	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
32B. Personal Use of Reading and Language Skills																																					
RELIGION AND ETHICS																																					
33. UNDERSTANDING RELIGION																																					
33A. Knowledge of Own Religion																																					
33B. Knowledge of Religions of the World																																					
34. PERSONAL ETHICS AND RELIGIOUS BELIEF																																					
DETROIT ADJUSTMENT INVENTORY - DELTA FORM Community - Ethical (BMC)	0	0	1	0	0	0	0	0	1	0	0	1	0	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
DETROIT ADJUSTMENT INVENTORY - DELTA FORM Reaction Ethical - Total (BMC)	0	0	1	0	0	0	0	0	1	0	0	1	0	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
34A. Ethical Code and Practice																																					
BRISTOL SOCIAL-ADJUSTMENT GUIDES - 1 AND 2 The Child in School Non-Syndromic Over-Reaction (EITS)	2	1	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	1	1	0	1	1	1	0	0	0	0	0	0	0	0	0	P F P P
DETROIT ADJUSTMENT INVENTORY - DELTA FORM Self - Ethical (BMC)	0	0	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
DETROIT TEST OF LEARNING APTITUDE Social Adjustment A (BMC)	0	1	2	0	0	0	0	0	1	0	1	1	0	0	1	1	1	1	2	0	0	1	0	1	1	1	1	0	0	0	0	0	0	0	0	2	P F P P
PERSONALITY RATING SCALE Honesty (ETSA)	1	1	2	0	0	0	0	1	2	0	1	1	1	1	1	1	0	1	0	2	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Conscience Affect (DCH)	1	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Conscience Motivation (DCH)	1	0	1	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Conscience Outcome (DCH)	1	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P

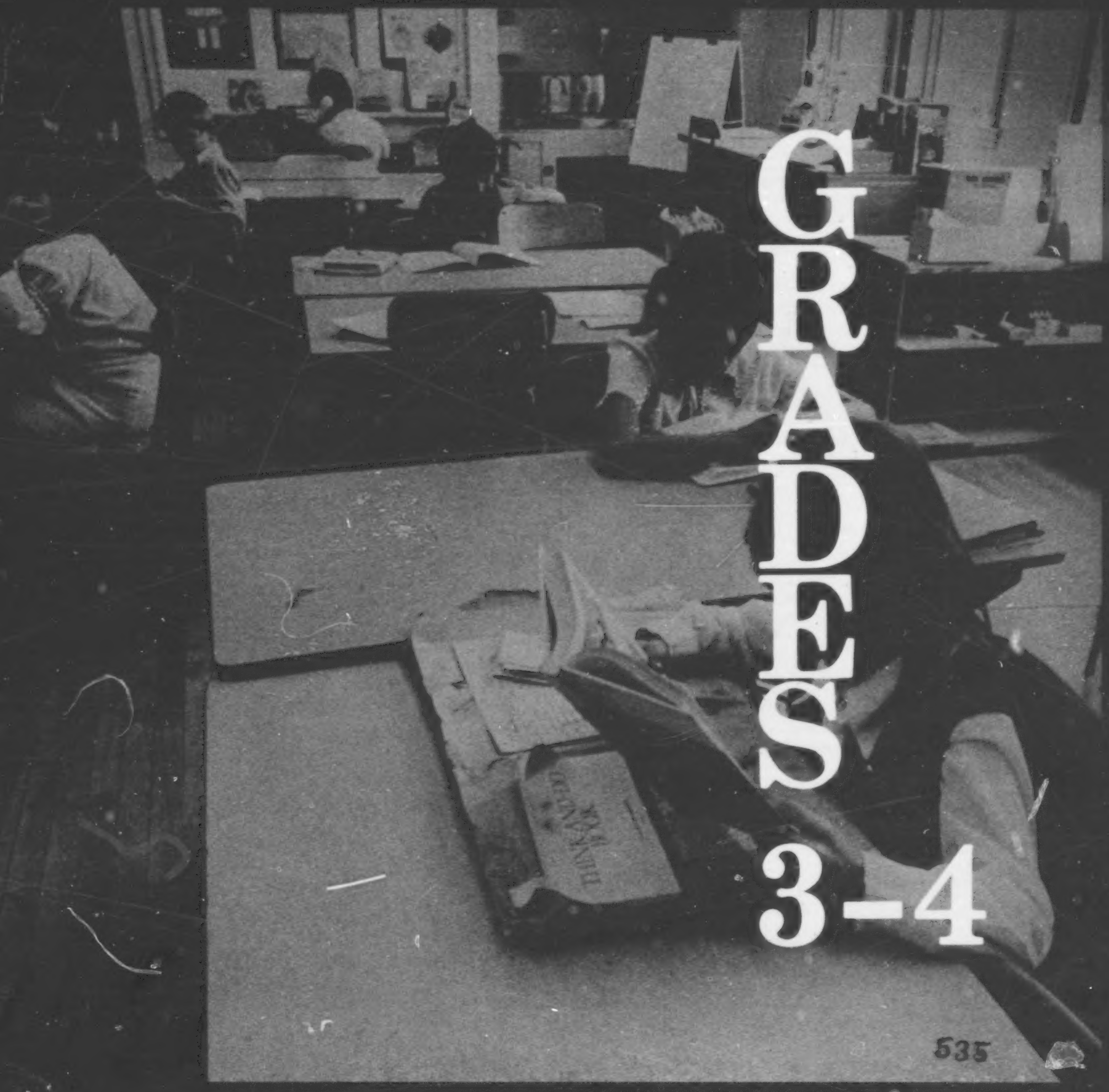
ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-F-P
34B. Religious Belief and Practice																																					
PERSONALITY RATING SCALE Religiousness (ETSA)	1	1	2	0	0	0	0	1	2	0	1	1	1	1	1	1	0	1	0	2	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
SCIENCE																																					
36. INVESTIGATING THE ENVIRONMENT																																					
36A. Scientific Observation and Description																																					
COMPREHENSIVE TESTS OF BASIC SKILLS, EXPANDED EDITION - LEVEL C Science (CTB)	3	1	0	0	0	1	0	1	1	1	1	1	1	1	0	0	1	1	2	2	1	0	2	1	1	1	0	1	1	0	0	2	1	0	3	2	P F F F
PIAGET'S TASKS (BEM)	0	0	2	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	2	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
36B. Generalization and Hypothesis Formation in Science																																					
CONCEPT ASSESSMENT KIT - CONSERVATION, FORM A (EITS)	2	0	2	0	0	0	0	0	1	1	1	1	1	1	1	1	1	1	2	0	1	1	0	1	1	1	1	0	1	0	0	0	0	0	0	2	P G P P
CONCEPT ASSESSMENT KIT - CONSERVATION, FORM C (EITS)	2	0	2	0	0	1	0	0	1	1	1	1	1	1	1	1	1	1	2	0	1	1	0	1	1	1	1	0	1	0	0	0	0	0	0	2	P G P P
36C. Experimentation																																					
38. UNDERSTANDING SCIENCE																																					
COMPREHENSIVE TESTS OF BASIC SKILLS, EXPANDED EDITION - LEVEL 1 Science (CTB)	3	0	1	0	0	1	0	1	1	1	1	1	1	1	1	1	1	1	2	2	1	0	2	1	1	1	0	1	1	0	0	2	1	1	2	2	P G F F
STANFORD ACHIEVEMENT TEST - PRIMARY LEVEL II Science (HBJ)	3	1	2	0	0	0	0	1	2	1	1	1	1	1	1	0	1	1	2	2	1	0	2	1	1	1	0	1	1	2	0	0	0	1	2	2	P G G P
38A. Knowledge of Different Life Forms																																					
BUTLER LIFE SCIENCE CONCEPT TEST (PA)	1	2	2	0	0	0	0	0	0	0	1	[illegible]	0	1	0	0	0	1	1	2	1	0	2	0	1	1	1	0	1	0	0	0	0	0	0	2	P P F P
38B. Knowledge of Ecology																																					
38C. Knowledge of Physical Science																																					

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-2	0-1	0-3	0-2	G F P
36D. *Knowledge of the Foundations of Science*																																					
37. *VALUING AND APPLYING SCIENCE*																																					
37A. *Science Interest and Appreciation*																																					
EDUCATIONAL DEVELOPMENT SERIES - LOWER PRIMARY School Interests Science (STS)	0	0	2	0	0	0	0	1	1	0	1	1	1	1	0	1	1	1	0	2	1	1	2	0	0	0	0	0	1	0	0	0	0	1	0	0	P F P P
MINNESOTA SCHOOL AFFECT ASSESSMENT - FORM CL Science (MSTP)	0	0	2	0	0	0	0	0	2	0	1	0	0	1	1	1	1	1	1	2	0	0	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
37B. *Application of Scientific Methods in Everyday Life*																																					
SOCIAL STUDIES																																					
38. *UNDERSTANDING HISTORY AND CIVICS*																																					
38A. *Knowledge of History*																																					
38B. *Knowledge of Government and Civics*																																					
WORD UTILITY TEST (IDS)	0	1	2	0	0	0	0	1	1	0	0	0	1	1	0	0	1	1	2	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
38C. *Knowledge of Current Events*																																					
39. *UNDERSTANDING GEOGRAPHY*																																					
COMPREHENSIVE TESTS OF BASIC SKILLS, EXPANDED EDITION - LEVEL C Social Studies (CTB)	3	0	1	0	0	1	0	1	1	2	1	1	1	1	0	0	1	1	2	2	1	0	2	1	1	1	0	1	1	0	0	2	1	0	3	2	P G F F
PRIMARY SOCIAL STUDIES TEST (HMC)	3	1	1	0	0	0	0	1	1	0	1	1	1	1	1	1	1	1	2	2	1	0	2	1	1	1	1	1	1	2	0	2	0	1	3	2	P G G F
STANFORD ACHIEVEMENT TEST - PRIMARY LEVEL II Social Science (HBJ)	3	0	1	0	0	0	0	1	1	1	1	1	1	1	1	1	1	1	2	2	1	0	2	1	1	1	0	1	1	2	0	0	0	1	2	2	P G G P
39A. *Knowledge of Physical Geography*																																					
IOWA TESTS OF BASIC SKILLS, PRIMARY, FORMS 5 AND 6 - LEVEL 7 Work-Study Skills Maps and Graphs and Tables (HMC)	3	0	2	0	0	0	0	1	2	2	1	1	1	0	1	1	1	1	2	2	1	0	2	1	1	0	1	0	1	1	0	0	0	0	1	2	P G F P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-2	0-2	[illegible]
IOWA TESTS OF BASIC SKILLS, PRIMARY, FORMS 5 AND 6 - LEVEL 8 Work-Study Skills Maps and Graphs and Tables (HMC)	3	0	1	0	0	0	0	1	1	2	1	1	1	0	1	1	1	1	2	2	1	0	2	1	1	0	0	0	1	1	0	0	0	0	3	2	PGFP
39B. Knowledge of Anthropology and Cultural Geography																																					
39C. Knowledge of Economic Processes and Geography																																					
COMPREHENSIVE TESTS OF BASIC SKILLS, EXPANDED EDITION - LEVEL 1 Social Studies (CTB)	3	1	0	0	0	1	0	1	0	1	1	1	1	1	0	1	1	1	2	2	1	0	2	1	1	1	0	1	1	0	0	2	1	1	1	2	PFFP
40. UNDERSTANDING SOCIAL RELATIONSHIPS																																					
40A. Knowledge of Family Life																																					
40B. Knowledge of Social Control and Conflict																																					
40C. Knowledge of Social Groups																																					
41. VALUING AND APPLYING SOCIAL STUDIES																																					
41A. Social Studies Interest and Appreciation																																					
EDUCATIONAL DEVELOPMENT SERIES - LOWER PRIMARY School Interests Social Studies (STS)	0	0	2	0	0	0	0	1	1	0	1	1	1	1	0	1	1	1	0	2	1	1	2	0	0	0	0	0	1	0	0	0	0	1	0	0	PFPP
41B. Citizenship																																					
41C. Ethnic and Cultural Appreciation																																					
CULTURAL ATTITUDE SCALES Anglo-American Scale (LCI)	0	0	2	0	0	0	0	0	1	0	1	1	1	0	1	0	1	1	2	1	1	1	2	0	0	0	0	0	1	0	0	0	0	1	0	0	PFPP
CULTURAL ATTITUDE SCALES Black-American Scale (LCI)	0	0	2	0	0	0	0	0	1	0	1	1	1	0	1	0	1	1	2	1	1	1	2	0	0	0	0	0	1	0	0	0	0	1	0	0	PFPP
CULTURAL ATTITUDE SCALES Mexican-American Scale (LCI)	0	0	2	0	0	0	0	0	1	0	1	1	1	0	1	0	1	1	2	1	1	1	2	0	0	0	0	0	1	0	0	0	0	1	0	0	PFPP
CULTURAL ATTITUDE SCALES Puerto Rican Scale (LCI)	0	0	2	0	0	0	0	0	1	0	1	1	1	0	1	0	1	1	2	1	1	1	2	0	0	0	0	0	1	0	0	0	0	1	0	0	PFPP
KATZ-ZALK OPINION QUESTIONNAIRE Other-Race Negative Attitude Immoral Behavior (PAK)	0	0	2	0	0	0	0	0	0	0	1	1	0	0	1	0	1	1	2	1	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	PPPP

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	[illegible]
KATZ-ZALK OPINION QUESTIONNAIRE Other-Race Negative Attitude Initiation of Aggression (PAK)	0	0	2	0	0	0	0	0	0	0	1	1	0	0	1	0	1	1	2	1	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
KATZ-ZALK OPINION QUESTIONNAIRE Other-Race Negative Attitude Negative Evaluation by Adults (PAK)	0	0	2	0	0	0	0	0	0	0	1	1	0	0	1	0	1	1	2	1	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
KATZ-ZALK OPINION QUESTIONNAIRE Other-Race Negative Attitude Non-Acceptance by Peers (PAK)	0	0	2	0	0	0	0	0	0	0	1	1	0	0	1	0	1	1	2	1	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
KATZ-ZALK OPINION QUESTIONNAIRE Same-Race Positive Attitude Academic Achievement (PAK)	0	0	2	0	0	0	0	0	0	0	1	1	0	0	1	0	1	1	2	1	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
KATZ-ZALK OPINION QUESTIONNAIRE Same-Race Positive Attitude Achievement in Non-Athletic Games (PAK)	0	0	2	0	0	0	0	0	0	0	1	1	0	0	1	0	1	1	2	1	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
KATZ-ZALK OPINION QUESTIONNAIRE Same-Race Positive Attitude Athletic Achievement (PAK)	0	0	2	0	0	0	0	0	0	0	1	1	0	0	1	0	1	1	2	1	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
KATZ-ZALK OPINION QUESTIONNAIRE Same-Race Positive Attitude Leadership (PAK)	0	0	2	0	0	0	0	0	0	0	1	1	0	0	1	0	1	1	2	1	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
KATZ-ZALK OPINION QUESTIONNAIRE Total P (PAK)	0	0	2	0	0	0	0	0	0	0	1	1	0	0	1	0	1	1	2	1	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P

GRADES 3-4



ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent / Factorial	Experimental/ Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
AFFECTIVE AND PERSONALITY TRAITS																																					
1. PERSONAL TEMPERAMENT																																					
AAMD ADAPTIVE BEHAVIOR SCALE Psychological Disturbances (AAMD)	2	1	2	0	0	0	0	0	1	0	1	1	1	1	1	1	1	1	2	0	1	1	1	1	0	1	1	0	1	1	0	0	0	0	0	0	P F F P
BARCLAY CLASSROOM CLIMATE INVENTORY Teacher Rating Scales Personal Adjustment (ESD)	0	1	2	0	0	0	0	0	2	0	0	1	1	0	1	1	1	1	2	0	1	1	2	0	1	1	0	0	1	0	0	0	0	0	0	0	P F P P
BARCLAY CLASSROOM CLIMATE INVENTORY Teacher Rating Scales Summary Totals (ESD)	0	1	1	0	0	0	0	0	2	0	0	1	1	0	1	1	1	1	2	0	1	1	2	0	1	1	0	0	1	0	0	0	0	0	0	0	P F P P
BARCLAY CLASSROOM CLIMATE INVENTORY Teacher Rating Scales Temperaments (ESD)	0	1	1	0	0	0	0	0	2	0	0	1	1	0	1	1	1	1	2	0	1	1	2	0	1	1	0	0	1	0	0	0	0	0	0	0	P F P P
BURKS' BEHAVIOR RATING SCALE FOR ORGANIC BRAIN DYSFUNCTION Total Score (AP)	2	1	1	0	1	0	0	0	1	0	1	1	1	0	1	1	1	1	2	0	1	1	1	0	0	1	0	0	0	1	0	0	0	0	0	0	P F P P
CHILDREN'S PERSONALITY QUESTIONNAIRE (WHAT YOU DO AND WHAT YOU THINK) Obedient vs. Assertive (IPAT)	2	1	1	1	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	0	2	1	1	1	0	0	0	0	0	0	0	1	0	2	P G F P
CHILDREN'S PERSONALITY QUESTIONNAIRE (WHAT YOU DO AND WHAT YOU THINK) Undemonstrative vs. Excitable (IPAT)	2	1	2	1	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	0	2	1	1	1	0	0	0	0	0	0	0	1	0	2	P G F P
DETROIT ADJUSTMENT INVENTORY - GAMMA FORM ("TELLING WHAT I DO") (BMC)	0	1	1	0	0	0	0	0	1	0	1	1	1	0	1	0	1	1	2	1	1	1	1	0	0	0	0	0	1	2	0	0	0	0	0	0	P F P P
EARLY SCHOOL PERSONALITY QUESTIONNAIRE Forthright vs. Shrewd (IPAT)	1	0	0	0	0	0	0	0	2	0	1	1	1	1	1	0	1	1	2	1	1	0	2	1	0	1	0	0	1	1	0	0	0	0	1	1	P F F P
EARLY SCHOOL PERSONALITY QUESTIONNAIRE Relaxed vs. Tense (IPAT)	1	0	0	0	0	0	0	0	2	0	1	1	1	1	1	0	1	1	2	1	1	0	2	1	0	1	0	0	1	1	0	0	0	0	1	1	P F F P
EGO DEVELOPMENT SCALE Personal Development (PEI)	1	1	1	0	0	0	0	1	1	0	1	0	0	0	0	1	0	1	1	2	1	1	1	0	0	0	0	0	1	0	0	0	0	1	0	0	P P P P
HAND TEST Experience Ratio (WPS)	1	0	1	0	0	0	0	0	2	0	1	1	0	0	1	0	1	1	1	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
INFERRED SELF-CONCEPT SCALE (WPS)	2	2	1	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	0	1	1	1	1	0	0	1	0	1	0	2	0	0	0	0	0	P F P P
MULTIDIMENSIONAL MATURITY SCALE Emotional Maturity (PI)	1	0	1	0	0	0	0	0	0	0	0	1	0	0	0	1	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
PROBLEM LIST (GES)	0	0	0	0	0	0	0	0	1	0	1	1	0	0	0	0	1	1	2	2	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
TEACHER'S TRUST RATING SCALE Total (SCI)	0	0	1	0	0	0	0	0	1	0	1	1	0	0	0	0	1	1	1	0	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES			
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION				
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Treatmental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form							
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-2	0-2	G-F-P			
VINELAND SOCIAL MATURITY SCALE (AGS)	3	0	1	0	1	0	0	0	0	0	1	1	0	0	1	1	1	1	2	0	0	1	0	0	1	0	1	0	0	2	0	0	0	0	0	0	P	F	P	P
IA. Self-Assertion																																								
BARCLAY CLASSROOM CLIMATE INVENTORY Enterprising-Dominance (ESD)	0	1	1	0	0	0	0	0	1	0	0	0	0	0	0	1	1	1	1	0	1	0	2	0	1	1	0	0	1	1	0	0	0	0	0	0	P	P	P	P
BARCLAY CLASSROOM CLIMATE INVENTORY Group Group Reticence (ESD)	1	0	0	0	0	0	0	1	0	0	1	0	0	0	0	1	0	1	1	2	1	0	2	0	1	1	0	0	1	2	1	0	0	0	0	0	P	P	F	P
BRISTOL SOCIAL-ADJUSTMENT GUIDES - 1 AND 2 The Child in School Non-Syndromic Under-Reaction (EITS)	2	0	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	1	1	0	1	1	1	0	0	0	0	0	0	0	0	0	P	F	P	P
BRISTOL SOCIAL-ADJUSTMENT GUIDES - 1 AND 2 The Child in School Under-Reaction Total (EITS)	2	0	1	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	1	1	0	1	1	1	0	0	0	0	0	0	0	0	0	P	F	P	P
BRISTOL SOCIAL-ADJUSTMENT GUIDES - 1 AND 2 The Child in School Unforthcomingness (EITS)	2	1	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	1	1	0	1	1	1	0	0	0	0	0	0	0	0	0	P	F	P	P
BRISTOL SOCIAL-ADJUSTMENT GUIDES - THE CHILD IN RESIDENTIAL CARE Anxious Over-Reaction (NFER)	0	1	1	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P	F	P	P
BRISTOL SOCIAL-ADJUSTMENT GUIDES - THE CHILD IN RESIDENTIAL CARE Backwardness (NFER)	0	0	1	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P	P	P	P
BRISTOL SOCIAL-ADJUSTMENT GUIDES - THE CHILD IN RESIDENTIAL CARE Overdependence (NFER)	0	0	2	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P	F	P	P
BRISTOL SOCIAL-ADJUSTMENT GUIDES - THE CHILD IN RESIDENTIAL CARE Peer-Group Deviance (NFER)	0	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P	F	P	P
BRISTOL SOCIAL-ADJUSTMENT GUIDES - THE CHILD IN RESIDENTIAL CARE Unforthcomingness (NFER)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P	F	P	P
BRISTOL SOCIAL-ADJUSTMENT GUIDES - THE CHILD IN THE FAMILY Child's Attitudes to the Mother Anxious Over-Concern (NFER)	0	0	1	0	0	0	0	0	0	0	1	1	1	0	1	1	1	1	2	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P	F	P	P
BRISTOL SOCIAL-ADJUSTMENT GUIDES - THE CHILD IN THE FAMILY Child's General Family-Insecurity Anxiety for Approval-Acceptance by Other Children (NFER)	0	1	1	0	0	0	0	0	0	0	1	1	1	0	1	1	1	1	2	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P	F	P	P
BRISTOL SOCIAL-ADJUSTMENT GUIDES - THE CHILD IN THE FAMILY Stress Symptoms 'Nervous' and Unforthcomingness (NFER)	0	1	2	0	0	0	0	0	0	0	1	1	1	0	1	1	1	1	2	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P	F	F	P
BURKS' BEHAVIOR RATING SCALES Excessive Dependency (AP)	2	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	0	1	1	1	1	0	0	0	0	1	1	0	0	0	0	0	0	P	F	P	P
CALIFORNIA TEST OF PERSONALITY - ELEMENTARY Personal Adjustment Sense of Personal Freedom (CTB)	2	1	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	0	1	1	0	0	0	1	0	0	P	G	F	P
CALIFORNIA TEST OF PERSONALITY - ELEMENTARY Social Adjustment Social Standards (CTB)	2	2	1	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	0	1	1	0	0	0	1	0	0	P	G	F	P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent / Factorial	Experimental / Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	[illegible]
CALIFORNIA TEST OF PERSONALITY - PRIMARY Personal Adjustment Sense of Personal Freedom (CTB)	2	1	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	0	1	1	0	0	0	1	0	0	P G F P
CALIFORNIA TEST OF PERSONALITY - PRIMARY Social Adjustment Social Standards (CTB)	2	2	1	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	0	1	1	0	0	0	1	0	0	P G F P
CHILDREN'S PERSONALITY QUESTIONNAIRE (WHAT YOU DO AND WHAT YOU THINK) Affected by Feelings vs. Emotionally Stable (IPAT)	2	0	1	1	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	0	2	1	1	1	0	0	0	0	0	0	0	1	0	0	P G F P
CHILDREN'S PERSONALITY QUESTIONNAIRE (WHAT YOU DO AND WHAT YOU THINK) Self-Assured vs. Apprehensive (IPAT)	2	1	1	1	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	0	2	1	1	1	0	0	0	0	0	0	0	1	0	0	P G F P
DEVEREUX ELEMENTARY SCHOOL BEHAVIOR RATING SCALE External Reliance (DFP)	1	1	2	0	0	0	0	0	1	0	1	1	0	0	0	1	0	1	1	0	1	1	0	1	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
EARLY SCHOOL PERSONALITY QUESTIONNAIRE Vigorous vs. Circumspect Individualism (IPAT)	1	0	1	0	0	0	0	0	2	0	1	1	1	1	1	0	1	1	2	1	1	0	2	1	0	1	0	0	1	1	0	0	0	0	1	1	P F F P
FIRO-BC Control Expressed Behavior (CPP)	0	1	2	0	0	0	0	1	2	0	1	1	1	0	1	1	0	1	1	2	1	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
FIRO-BC Control Wanted Behavior (CPP)	0	1	2	0	0	0	0	1	2	0	1	1	1	0	1	1	0	1	1	2	1	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
HAND TEST Dependence (WPS)	1	0	1	0	0	0	0	0	2	0	1	1	0	0	1	0	1	1	1	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
KAHN TEST OF SYMBOL ARRANGEMENT Reaction Time (PTS)	1	0	0	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
LOUISVILLE BEHAVIOR CHECK LIST - FORM E2 Immaturity (CPRC)	1	1	1	0	0	0	0	0	0	1	0	1	0	0	0	1	1	1	2	0	0	1	1	0	1	1	0	0	0	0	0	0	0	0	0	0	P P P P
LOUISVILLE BEHAVIOR CHECK LIST - FORM E2 Social Withdrawal (CPRC)	1	1	1	0	0	0	0	0	0	1	0	1	0	0	0	1	1	1	2	0	0	1	1	0	1	1	0	0	0	0	0	0	0	0	0	0	P P P P
MINNESOTA SCHOOL AFFECT ASSESSMENT - FORM CL Autonomy (MSTP)	0	1	1	0	0	0	0	0	2	0	1	1	0	1	1	1	1	1	1	2	0	1	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
MINNESOTA SCHOOL AFFECT ASSESSMENT - FORM CL Independence (MSTP)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	1	1	1	1	1	2	0	1	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
MINNESOTA SCHOOL AFFECT ASSESSMENT - FORM CL Self-Expression (MSTP)	0	0	2	0	0	0	0	0	2	0	1	1	0	1	1	1	1	1	1	2	0	1	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
MINNESOTA SCHOOL AFFECT ASSESSMENT - FORM CU Autonomy (MSTP)	0	1	1	0	0	0	0	0	2	0	1	1	0	1	0	1	0	1	1	2	0	0	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
MINNESOTA SCHOOL AFFECT ASSESSMENT - FORM CU Independence (MSTP)	0	0	2	0	0	0	0	0	2	0	1	1	0	1	0	1	0	1	1	2	0	0	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
MINNESOTA SCHOOL AFFECT ASSESSMENT - FORM CU Self-Expression (MSTP)	0	0	2	0	0	0	0	0	2	0	1	1	0	1	0	1	0	1	1	2	0	0	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent / Factorial	Experimental / Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-3	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
PRIMARY SCHOOL BEHAVIOR Q-SORT Ascendant vs. Submissive Behavior (PARP)	3	2	2	0	0	0	0	0	2	0	1	1	1	0	0	1	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
PRIMARY SELF-CONCEPT SCALE Helpfulness (DCBBE)	1	0	1	0	0	0	0	0	2	0	1	1	1	0	0	0	1	1	2	2	1	1	0	0	0	0	0	0	1	1	0	0	0	1	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Aggression Outcome (DCH)	1	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Aggression Spontaneity (DCH)	1	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Anality Spontaneity (DCH)	1	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Conscience Spontaneity (DCH)	1	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Identification Spontaneity (DCH)	1	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Learning Spontaneity (DCH)	1	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Limits Spontaneity (DCH)	1	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Oedipal Spontaneity (DCH)	1	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Self-Concept Spontaneity (DCH)	1	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Separation Affect (DCH)	1	0	1	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Separation Motivation (DCH)	1	0	1	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Separation Spontaneity (DCH)	1	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Siblings Spontaneity (DCH)	1	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Socialization Outcome (DCH)	1	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Socialization Spontaneity (DCH)	1	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Trust Spontaneity (DCH)	1	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evolutional				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-3	0-3	0-1	0-3	0-2	G-P
WALKER PROBLEM BEHAVIOR IDENTIFICATION CHECKLIST Disturbed Peer Relations (WPS)	1	0	1	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	0	1	2	0	0	0	0	0	0	P F F P
18. *Emotional Stability*																																					
AAMD ADAPTIVE BEHAVIOR SCALE Self-Abusive Behavior (AAMD)	2	0	2	0	0	0	0	0	0	0	1	1	1	1	1	1	1	1	2	0	1	1	1	1	0	1	1	0	1	1	0	0	0	0	0	0	P F F P
AAMD ADAPTIVE BEHAVIOR SCALE Sexually Aberrant Behavior (AAMD)	2	0	0	0	0	0	0	0	0	0	1	1	1	1	1	1	1	1	2	0	1	1	1	1	0	1	1	0	1	1	0	0	0	0	0	0	P F F P
AAMD ADAPTIVE BEHAVIOR SCALE Stereotyped Behavior & Odd Mannerisms (AAMD)	2	0	1	0	0	0	0	0	0	0	1	1	1	1	1	1	1	1	2	0	1	1	1	1	0	1	1	0	1	1	0	0	0	0	0	0	P F F P
AAMD ADAPTIVE BEHAVIOR SCALE Unacceptable or Eccentric Habits (AAMD)	2	0	1	0	0	0	0	0	0	0	1	1	1	1	1	1	1	1	2	0	1	1	1	1	0	1	1	0	1	1	0	0	0	0	0	0	P F F P
AAMD ADAPTIVE BEHAVIOR SCALE Unacceptable Vocal Habits (AAMD)	2	0	1	0	0	0	0	0	0	0	1	1	1	1	1	1	1	1	2	0	1	1	1	1	0	1	1	0	1	1	0	0	0	0	0	0	P F F P
AAMD ADAPTIVE BEHAVIOR SCALE Use of Medications (AAMD)	2	0	0	0	0	0	0	0	0	0	1	1	1	1	1	1	1	1	2	0	1	1	1	1	0	1	1	0	1	1	0	0	0	0	0	0	P F F P
AAMD ADAPTIVE BEHAVIOR SCALE Violent & Destructive Behavior (AAMD)	2	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	1	1	1	1	0	1	1	0	1	1	0	0	0	0	0	0	P G F P
BARCLAY CLASSROOM CLIMATE INVENTORY Introversion-Seclusiveness (ESD)	0	1	1	0	0	0	0	0	1	0	0	0	0	0	0	1	1	1	1	0	1	0	2	0	1	1	0	0	1	1	0	0	0	0	0	0	P P P P
BRISTOL SOCIAL-ADJUSTMENT GUIDES - THE CHILD IN RESIDENTIAL CARE Hostility (NFER)	0	1	1	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
BRISTOL SOCIAL-ADJUSTMENT GUIDES - THE CHILD IN THE FAMILY Child's Attitudes to the Father Anxiety for Father's Affection (NFER)	0	0	1	0	0	0	0	0	0	0	1	1	1	0	1	1	1	1	2	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
BRISTOL SOCIAL-ADJUSTMENT GUIDES - THE CHILD IN THE FAMILY Child's Attitudes to the Mother Hostility-Anxiety Conflict (NFER)	0	1	1	0	0	0	0	0	0	0	1	1	1	0	1	1	1	1	2	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
BRISTOL SOCIAL-ADJUSTMENT GUIDES - THE CHILD IN THE FAMILY Stress Symptoms Depression (NFER)	0	1	1	0	0	0	0	0	0	0	1	1	1	0	1	1	1	1	2	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
BRISTOL SOCIAL-ADJUSTMENT GUIDES - THE CHILD IN THE FAMILY Stress Symptoms Flight from the Situation (NFER)	0	0	2	0	0	0	0	0	0	0	1	1	1	0	1	1	1	1	2	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
BURKS' BEHAVIOR RATING SCALE FOR ORGANIC BRAIN DYSFUNCTION Perceptual-Discriminative (AP)	2	0	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	1	0	0	1	0	0	0	1	0	0	0	0	0	0	P F P P
BURKS' BEHAVIOR RATING SCALES Excessive Anxiety (AP)	2	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	0	1	1	1	1	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
BURKS' BEHAVIOR RATING SCALES Excessive Self-Blame (AP)	2	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	0	1	1	1	1	0	0	0	0	1	1	0	0	0	0	0	0	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evolutional				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversions	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-F-P
BURKS' BEHAVIOR RATING SCALES Excessive Suffering (AP)	2	1	2	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	1	0	1	1	1	1	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
BURKS' BEHAVIOR RATING SCALES Poor Anger Control (AP)	2	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	0	1	1	1	1	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
BURKS' BEHAVIOR RATING SCALES Poor Reality Contact (AP)	2	0	1	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	1	0	1	1	1	1	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
CALIFORNIA TEST OF PERSONALITY - ELEMENTARY Personal Adjustment Nervous Symptoms (CTB)	2	1	1	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	0	1	1	0	0	0	1	0	0	P G F P
CALIFORNIA TEST OF PERSONALITY - PRIMARY Personal Adjustment Nervous Symptoms (CTB)	2	1	1	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	0	1	1	0	0	0	1	0	0	P G F P
CHILDREN'S BEHAVIOR QUESTIONNAIRE Scale A (2) to be Completed by Parents Neurotic (MR)	0	1	1	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
CHILDREN'S BEHAVIOR QUESTIONNAIRE Scale A (2) to be Completed by Parents Total (MR)	0	1	1	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
CHILDREN'S BEHAVIOR QUESTIONNAIRE Scale B (2) to be Completed by Teachers Neurotic (MR)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
CHILDREN'S BEHAVIOR QUESTIONNAIRE Scale B (2) to be Completed by Teachers Total (MR)	0	1	1	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
CHILDREN'S PERSONALITY QUESTIONNAIRE (WHAT YOU DO AND WHAT YOU THINK) Relaxed vs. Tense (IPAT)	2	1	1	1	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	0	2	1	1	1	0	0	0	0	0	0	0	1	0	0	P G F P
CHILDREN'S PERSONALITY QUESTIONNAIRE (WHAT YOU DO AND WHAT YOU THINK) Shy vs. Venturesome (IPAT)	2	1	1	1	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	0	2	1	1	1	0	0	0	0	0	0	0	1	0	0	P G F P
CHILDREN'S PERSONALITY QUESTIONNAIRE (WHAT YOU DO AND WHAT YOU THINK) Vigorous vs. Circumspect Individualism (IPAT)	2	1	1	1	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	0	2	1	1	1	0	0	0	0	0	0	0	1	0	0	P G F P
DAILY BEHAVIOR GRAPH (B)	0	0	0	0	0	0	0	0	0	0	1	1	0	0	1	1	0	1	1	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
DETROIT ADJUSTMENT INVENTORY - DELTA FORM Environment Self - Total (BMC)	0	0	0	0	0	0	0	0	1	0	1	1	0	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
DETROIT ADJUSTMENT INVENTORY - DELTA FORM Home - Emotional (BMC)	0	0	1	0	0	0	0	0	1	0	0	1	0	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
DETROIT ADJUSTMENT INVENTORY - DELTA FORM Reaction Emotional - Total (BMC)	0	1	1	0	0	0	0	0	1	0	0	1	0	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
DETROIT ADJUSTMENT INVENTORY - DELTA FORM Self - Emotional (BMC)	0	1	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
DEVEREUX ELEMENTARY SCHOOL BEHAVIOR RATING SCALE Achievement Anxiety (DFP)	1	1	2	0	0	0	0	0	2	0	1	1	0	0	0	1	0	1	1	0	1	1	0	1	0	0	0	0	1	0	0	0	0	0	0	0	P P P P

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ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE QUALIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
EARLY SCHOOL PERSONALITY QUESTIONNAIRE Self-Assured vs. Guilt-Prone (IPAT)	1	0	1	0	0	0	0	0	2	0	1	1	1	1	1	0	1	1	2	1	1	0	2	1	0	1	0	0	1	1	0	0	0	0	1	1	P F F P
EARLY SCHOOL PERSONALITY QUESTIONNAIRE Undemonstrative vs. Excitable (IPAT)	1	0	1	0	0	0	0	0	2	0	1	1	1	1	1	0	1	1	2	1	1	0	2	1	0	1	0	0	1	1	0	0	0	0	1	1	P F F P
FIVE TASK TEST Emotionality Score (WPS)	0	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	0	0	1	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	P F P P
HAND TEST Bizarre (WPS)	1	0	1	0	0	0	0	0	2	0	1	1	0	0	1	0	1	1	1	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
HAND TEST Crippled (WPS)	1	0	1	0	0	0	0	0	2	0	1	1	0	0	1	0	1	1	1	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
HAND TEST Description (WPS)	1	0	1	0	0	0	0	0	2	0	1	1	0	0	1	0	1	1	1	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
HAND TEST Failure (WPS)	1	0	1	0	0	0	0	0	2	0	1	1	0	0	1	0	1	1	1	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
HAND TEST Fear (WPS)	1	0	1	0	0	0	0	0	2	0	1	1	0	0	1	0	1	1	1	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
HAND TEST Maladjustive (WPS)	1	0	1	0	0	0	0	0	2	0	1	1	0	0	1	0	1	1	1	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
HAND TEST Pathological (WPS)	1	0	1	0	0	0	0	0	2	0	1	1	0	0	1	0	1	1	1	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
HAND TEST Tension (WPS)	1	0	1	0	0	0	0	0	2	0	1	1	0	0	1	0	1	1	1	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
HAND TEST Withdrawal (WPS)	1	0	1	0	0	0	0	0	2	0	1	1	0	0	1	0	1	1	1	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
JESNESS INVENTORY Asocial Index (CPP)	0	2	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	2	2	1	0	2	1	0	1	0	0	0	0	0	0	0	1	0	0	P F P P
JESNESS INVENTORY Autism (CPP)	0	1	1	0	0	0	0	1	0	0	1	1	1	0	1	1	1	1	2	2	1	0	2	1	0	1	0	0	0	0	0	0	0	1	3	2	P F P P
JESNESS INVENTORY Denial (CPP)	0	1	1	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	2	2	1	0	2	1	0	1	0	0	0	0	0	0	0	1	3	2	P F P P
JESNESS INVENTORY Immaturity (CPP)	0	0	1	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	2	2	1	0	2	1	0	1	0	0	0	0	0	0	0	1	3	2	P F P P
JESNESS INVENTORY Social Anxiety (CPP)	0	1	2	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	2	2	1	0	2	1	0	1	0	0	0	0	0	0	0	1	3	2	P F P P
JESNESS INVENTORY Social Maladjustment (CPP)	0	2	1	0	0	0	0	1	0	0	1	1	1	0	1	1	1	1	2	2	1	0	2	1	0	1	0	0	0	0	0	0	0	1	3	2	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
JESNESS INVENTORY Withdrawal (CPP)	0	1	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	2	2	1	0	2	1	0	1	0	0	0	0	0	0	0	1	3	2	P F P F
JUNIOR EYSENCK PERSONALITY INVENTORY Neuroticism (NFER)	2	2	2	2	1	0	0	0	1	0	0	1	1	0	0	1	1	1	2	2	1	1	2	1	0	0	1	0	1	0	2	2	0	1	0	0	F F F P
KAHN TEST OF SYMBOL ARRANGEMENT Sorting Ratios Emotional (PTS)	1	0	0	0	0	0	0	0	1	0	1	1	0	0	1	1	1	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
KAHN TEST OF SYMBOL ARRANGEMENT Sorting Ratios Large Divided by Small (PTS)	1	0	0	0	0	0	0	0	1	0	1	1	0	0	1	1	1	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
KAHN TEST OF SYMBOL ARRANGEMENT Sorting Ratios Positive Emotions (PTS)	1	0	0	0	0	0	0	0	1	0	1	1	0	0	1	1	1	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
LOUISVILLE BEHAVIOR CHECK LIST - FORM E2 Fear (CPRC)	1	0	2	0	0	0	0	0	0	1	0	1	0	0	0	1	1	1	2	0	0	1	1	0	1	1	0	0	0	0	0	0	0	0	0	0	P P P P
LOUISVILLE BEHAVIOR CHECK LIST - FORM E2 Inhibition Total (CPRC)	1	1	1	0	0	0	0	0	0	1	0	1	0	0	0	1	1	1	2	0	0	1	1	0	1	1	0	0	0	0	0	0	0	0	0	0	P P P P
LOUISVILLE BEHAVIOR CHECK LIST - FORM E2 Neurotic Behavior (CPRC)	1	1	2	0	0	0	0	0	0	1	0	1	0	0	0	1	1	1	2	0	0	1	1	0	1	1	0	0	0	0	0	0	0	0	0	0	P P P P
LOUISVILLE BEHAVIOR CHECK LIST - FORM E2 Normal Irritability (CPRC)	1	1	1	0	0	0	0	0	0	1	0	1	0	0	0	1	1	1	2	0	0	1	1	0	1	1	0	0	0	0	0	0	0	0	0	0	P P P P
LOUISVILLE BEHAVIOR CHECK LIST - FORM E2 Sensitivity (CPRC)	1	1	2	0	0	0	0	0	0	1	0	1	0	0	0	1	1	1	2	0	0	1	1	0	1	1	0	0	0	0	0	0	0	0	0	0	P P P P
LOUISVILLE BEHAVIOR CHECK LIST - FORM E2 Severity Level (CPRC)	1	1	1	0	0	0	0	0	0	1	0	1	0	0	0	1	1	1	2	0	0	1	1	0	1	1	0	0	0	0	0	0	0	0	0	0	P P P P
LOUISVILLE BEHAVIOR CHECK LIST - FORM E2 Sexual Behavior (CPRC)	1	0	0	0	0	0	0	0	0	1	0	1	0	0	0	1	1	1	2	0	0	1	1	0	1	1	0	0	0	0	0	0	0	0	0	0	P P P P
LOUISVILLE BEHAVIOR CHECK LIST - FORM E2 Somatic Behavior (CPRC)	1	0	0	0	0	0	0	0	0	1	0	1	0	0	0	1	1	1	2	0	0	1	1	0	1	1	0	0	0	0	0	0	0	0	0	0	P P P P
LOUISVILLE BEHAVIOR CHECK LIST - FORM E2 Total Disability (CPRC)	1	1	1	0	0	0	0	0	0	1	0	1	0	0	0	1	1	1	2	0	0	1	1	0	1	1	0	0	0	0	0	0	0	0	0	0	P P P P
NEW JUNIOR MAUDSLEY INVENTORY Neuroticism Scale (NFER)	0	2	2	0	0	0	0	0	1	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	0	1	0	0	0	0	1	0	0	P F F P
PERSONAL ADJUSTMENT INVENTORY - FOR BOYS Daydreaming (APR)	0	1	1	0	0	0	0	0	0	0	1	1	1	0	0	1	1	1	1	1	1	0	1	0	0	1	0	0	1	0	0	0	0	1	0	0	P P P P
PERSONAL ADJUSTMENT INVENTORY - FOR GIRLS Daydreaming (APR)	0	1	1	0	0	0	0	0	0	0	1	1	1	0	0	1	1	1	1	1	1	0	1	0	0	1	0	0	1	0	0	0	0	1	0	0	P P P P
PERSONALITY RATING SCALE Disposition (ETSA)	1	1	2	0	0	0	0	1	2	0	1	1	1	1	1	1	0	1	0	2	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-F-P
PERSONALITY RATING SCALE Good Sport (ETSA)	1	1	2	0	0	0	0	1	2	0	1	1	1	1	1	1	0	1	0	2	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
PERSONALITY RATING SCALE Nervousness-Calmness (ETSA)	1	1	2	0	0	0	0	1	0	0	1	1	1	1	1	1	0	1	0	2	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
PERSONALITY RATING SCALE Patience (ETSA)	1	0	2	0	0	0	0	1	0	0	1	1	1	1	1	1	0	1	0	2	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
PERSONALITY RATING SCALE Sense of Humor (ETSA)	1	0	2	0	0	0	0	1	2	0	1	1	1	1	1	1	0	1	0	2	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
PRIMARY SCHOOL BEHAVIOR Q-SORT Vital and Expressive vs. Lacks Vitality and Expressiveness (PARP)	3	0	1	0	0	0	0	0	1	0	1	1	1	0	0	1	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
PRIMARY SELF-CONCEPT INVENTORY Personal-Self Domain (LCI)	0	0	1	0	0	0	0	0	1	0	1	1	0	1	0	1	1	1	2	2	1	1	1	1	1	1	0	0	0	1	0	0	0	0	0	0	P F F P
PRIMARY SELF-CONCEPT INVENTORY Total Score (LCI)	0	0	0	0	0	0	0	0	1	0	1	1	0	1	0	1	1	1	2	2	1	1	1	1	1	1	0	0	0	1	0	0	0	0	0	0	P F F P
PRIMARY SELF-CONCEPT SCALE Emotional Self (DCBBE)	1	0	2	0	0	0	0	0	2	0	1	1	1	0	0	0	1	1	2	2	1	1	0	0	0	0	0	0	1	1	0	0	0	1	0	0	P F P P
Q-TAGS TEST OF PERSONALITY - FORM H Affective (IPR)	2	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	0	0	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
Q-TAGS TEST OF PERSONALITY - FORM H Hostile (IPR)	2	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	0	0	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
Q-TAGS TEST OF PERSONALITY - FORM S Affective (IPR)	2	1	2	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	0	0	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
Q-TAGS TEST OF PERSONALITY - FORM S Hostile (IPR)	2	1	2	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	0	0	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
SELF-CONCEPT AND MOTIVATION INVENTORY (WHAT FACE WOULD YOU WEAR?) - EARLY ELEMENTARY FORM Achievement Investment (POM)	0	1	1	0	0	0	0	0	1	0	0	0	1	1	1	1	1	1	2	2	1	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
SELF-CONCEPT AND MOTIVATION INVENTORY (WHAT FACE WOULD YOU WEAR?) - LATER ELEMENTARY FORM Achievement Investment (POM)	0	1	2	0	0	0	0	0	1	0	1	1	1	1	1	1	1	1	2	2	1	1	1	0	1	1	0	0	1	1	0	0	0	0	0	1	P F F P
STATE-TRAIT ANXIETY INVENTORY FOR CHILDREN ("HOW I FEEL QUESTIONNAIRE") Anxiety State (CPP)	3	0	2	0	1	0	0	0	2	0	1	1	1	0	1	1	1	1	2	2	1	1	1	0	1	1	0	0	0	0	0	0	0	1	1	2	P F P P
STATE-TRAIT ANXIETY INVENTORY FOR CHILDREN ("HOW I FEEL QUESTIONNAIRE") Anxiety Trait (CPP)	3	1	2	0	1	1	0	0	2	0	1	1	1	0	1	1	1	1	2	2	1	1	1	0	1	1	0	0	0	0	0	0	0	1	2	2	F F P P
SYMPTOMATOLOGY AND IDENTIFICATION OF A CHILD WITH LEARNING DISABILITIES Social and Behavioral Characteristics (PI)	0	0	1	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
TEACHER'S TRUST RATING SCALE Security (SCI)	0	1	2	0	0	0	0	0	2	0	1	1	0	0	0	0	1	1	1	0	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P

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	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	[illegible]
WALKER PROBLEM BEHAVIOR IDENTIFICATION CHECKLIST Acting-Out (WPS)	1	1	1	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	0	1	2	0	0	0	0	0	0	P F F P
WALKER PROBLEM BEHAVIOR IDENTIFICATION CHECKLIST Immaturity (WPS)	1	1	1	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	0	1	2	0	0	0	0	0	0	P F F P
1C. Responsibility and Self-Control																																					
AAMD ADAPTIVE BEHAVIOR SCALE Hyperactive Tendencies (AAMD)	2	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	1	1	1	1	0	1	1	0	1	1	0	0	0	0	0	0	P G F P
AAMD ADAPTIVE BEHAVIOR SCALE Rebellious Behavior (AAMD)	2	1	1	0	0	0	0	0	1	0	1	1	1	1	1	1	1	1	2	0	1	1	1	1	0	1	1	0	1	1	0	0	0	0	0	0	P F [illegible] [illegible]
AAMD ADAPTIVE BEHAVIOR SCALE Responsibility (AAMD)	2	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	1	1	1	1	0	1	1	0	1	1	0	0	0	0	1	0	P G F P
AAMD ADAPTIVE BEHAVIOR SCALE Vocational Activity (AAMD)	2	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	1	1	1	1	0	1	1	0	1	1	0	0	0	0	0	0	P G F P
BARCLAY CLASSROOM CLIMATE INVENTORY Group Group Disruptiveness (ESD)	1	0	0	0	0	0	0	1	0	0	1	0	0	0	0	1	0	1	1	2	1	0	2	0	1	1	0	0	1	2	2	0	0	0	0	0	P P F P
BRISTOL SOCIAL-ADJUSTMENT GUIDES - 1 AND 2 The Child in School Inconsequence (EITS)	2	1	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	1	1	0	1	1	1	0	0	0	0	0	0	0	0	0	P F P P
BRISTOL SOCIAL-ADJUSTMENT GUIDES - 1 AND 2 The Child in School Neurological (EITS)	2	0	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	1	1	0	1	1	1	0	0	0	0	0	0	0	0	0	P F P P
BRISTOL SOCIAL-ADJUSTMENT GUIDES - THE CHILD IN RESIDENTIAL CARE Habit Disorders (NFER)	0	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
BRISTOL SOCIAL-ADJUSTMENT GUIDES - THE CHILD IN RESIDENTIAL CARE Inconsequence (NFER)	0	1	1	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
BRISTOL SOCIAL-ADJUSTMENT GUIDES - THE CHILD IN THE FAMILY Child's Attitudes to the Father Hostility-Anxiety Conflict (NFER)	0	0	1	0	0	0	0	0	0	0	1	1	1	0	1	1	1	1	2	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
BRISTOL SOCIAL-ADJUSTMENT GUIDES - THE CHILD IN THE FAMILY Child's General Family-Insecurity Avoidance (NFER)	0	1	2	0	0	0	0	0	0	0	1	1	1	0	1	1	1	1	2	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
BURKS' BEHAVIOR RATING SCALE FOR ORGANIC BRAIN DYSFUNCTION Vegetative-Autonomic (A?)	2	1	2	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	2	0	1	1	1	0	0	1	0	0	0	1	0	0	0	0	0	0	P F P P
BURKS' BEHAVIOR RATING SCALES Poor Impulse Control (AP)	2	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	0	1	1	1	1	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
BURKS' BEHAVIOR RATING SCALES Poor Social Comformity (AP)	2	0	2	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	1	0	1	1	1	1	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
CALIFORNIA TEST OF PERSONALITY - ELEMENTARY Personal Adjustment Self-Reliance (CTB)	2	1	2	0	0	0	0	1	1	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	0	1	1	0	0	0	1	0	0	P G F [illegible]

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	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent / Factorial	Experimental/ Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-3	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	[illegible]
CALIFORNIA TEST OF PERSONALITY - ELEMENTARY Social Adjustment Community Relations (CTB)	2	1	1	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	0	1	1	0	0	0	1	0	0	P G F P
CALIFORNIA TEST OF PERSONALITY - PRIMARY Personal Adjustment Self-Reliance (CTB)	2	1	1	0	0	0	0	1	1	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	0	1	1	0	0	0	1	0	0	P G F P
CHILD BEHAVIOR RATING SCALE Self-Adjustment (WPS)	2	2	1	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	1	1	0	0	0	0	1	1	0	0	0	0	0	1	P F P P
CHILDREN'S BEHAVIOR QUESTIONNAIRE Scale B (2) to be Completed by Teachers Antisocial (MR)	0	0	1	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
CHILDREN'S PERSONALITY QUESTIONNAIRE (WHAT YOU DO AND WHAT YOU THINK) Disregards Rules vs. Conscientious (IPAT)	2	1	1	1	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	0	2	1	1	1	0	0	0	0	0	0	0	1	0	0	P G F P
CHILDREN'S PERSONALITY QUESTIONNAIRE (WHAT YOU DO AND WHAT YOU THINK) Uncontrolled vs. Controlled (IPAT)	2	1	1	1	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	0	2	1	1	1	0	0	0	0	0	0	0	1	0	2	P G F P
DETROIT ADJUSTMENT INVENTORY - DELTA FORM Community - Status (BMC)	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P P P P
DETROIT ADJUSTMENT INVENTORY - DELTA FORM Reaction Status - Total (BMC)	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P P P P
DETROIT ADJUSTMENT INVENTORY - DELTA FORM School - Emotional (BMC)	0	0	1	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
DEVELOPMENTAL PROFILE Self-Help Age (PDP)	1	0	2	0	0	0	0	0	1	1	1	1	0	0	1	1	0	1	2	0	1	0	1	1	0	0	1	0	1	0	0	0	0	0	0	0	P F F P
DEVELOPMENTAL PROFILE Social Age (PDP)	1	0	1	0	0	0	0	0	1	1	1	1	0	0	1	1	0	1	2	0	1	0	1	1	0	0	1	0	1	0	0	0	0	0	0	0	P F P P
DEVEREUX ELEMENTARY SCHOOL BEHAVIOR RATING SCALE Additional Items Unable to Change (DFP)	1	[illegible]	1	0	0	0	0	0	2	0	1	1	0	0	0	1	0	1	1	0	1	1	0	1	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
DEVEREUX ELEMENTARY SCHOOL BEHAVIOR RATING SCALE Classroom Disturbance (DFP)	1	1	2	0	0	0	0	0	2	0	1	1	0	0	0	1	0	1	1	0	1	1	0	1	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
DEVEREUX ELEMENTARY SCHOOL BEHAVIOR RATING SCALE External Blame (DFP)	1	1	1	0	0	0	0	0	2	0	1	1	0	0	0	1	0	1	1	0	1	1	0	1	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
DEVEREUX ELEMENTARY SCHOOL BEHAVIOR RATING SCALE Impatience (DFP)	1	1	2	0	0	0	0	0	2	0	1	1	0	0	0	1	0	1	1	0	1	1	0	1	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
DEVEREUX ELEMENTARY SCHOOL BEHAVIOR RATING SCALE Irrelevant-Responsiveness (DFP)	1	0	0	0	0	0	0	0	2	0	1	1	0	0	0	1	0	1	1	0	1	1	0	1	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
HAND TEST Average Initial Response Time (WPS)	1	0	1	0	0	0	0	0	2	0	1	1	0	0	1	0	1	1	1	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
HAND TEST High Minus Low (WPS)	1	0	1	0	0	0	0	0	2	0	1	1	0	0	1	0	1	1	1	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-F-P
INITIAL LEARNING ASSESSMENT Behavioral and Emotional Characteristics (ATP)	0	0	1	0	0	0	0	0	2	0	1	0	0	0	0	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
INSTITUTE OF CHILD STUDY SECURITY TEST - ELEMENTARY FORM Consistency (GCT)	1	0	0	0	1	1	0	0	2	0	1	1	1	0	1	1	1	1	1	2	1	1	1	1	1	0	0	0	1	1	0	0	0	1	1	1	P F F P
INSTITUTE OF CHILD STUDY SECURITY TEST - ELEMENTARY FORM Security (GCT)	1	1	2	0	1	1	0	0	2	0	1	1	1	0	1	1	1	1	1	2	1	1	1	1	1	0	0	[illegible]	1	1	0	0	0	1	3	1	P F F P
INSTITUTE OF CHILD STUDY SECURITY TEST - PRIMARY FORM Consistency (GCT)	1	0	0	0	1	1	0	1	1	0	1	1	1	0	1	1	1	1	1	2	1	1	1	0	1	0	0	0	1	0	0	0	1	1	2	1	P F P P
INSTITUTE OF CHILD STUDY SECURITY TEST - PRIMARY FORM Security (GCT)	1	1	2	0	1	1	0	1	1	0	1	1	1	0	1	1	1	1	1	2	1	1	1	0	1	0	0	0	1	0	0	0	2	1	3	1	P F P P
JESNESS INVENTORY Manifest Aggression (CPP)	0	1	1	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	2	2	1	0	2	1	0	1	0	0	0	0	0	0	0	1	3	2	P F P P
JUNIOR EYSENCK PERSONALITY INVENTORY Lie Scale (NFER)	2	1	2	2	1	0	0	0	1	0	0	1	1	0	0	1	1	1	2	2	1	1	2	1	0	0	1	0	1	0	2	2	0	1	0	0	F F F P
LOUISVILLE BEHAVIOR CHECK LIST - FORM E2 Hyperactivity (CPRC)	1	0	1	0	0	0	0	0	0	1	0	1	0	0	0	1	1	1	2	0	0	1	1	0	1	1	0	0	0	0	0	0	0	0	0	0	P P P P
LOUISVILLE BEHAVIOR CHECK LIST - FORM E2 Psychotic Behavior (CPRC)	1	1	2	0	0	0	0	0	0	1	0	1	0	0	0	1	1	1	2	0	0	1	1	0	1	1	0	0	0	0	0	0	0	0	0	0	P P P P
LOUISVILLE BEHAVIOR CHECK LIST - FORM E2 Rare Deviance (CPRC)	1	1	0	0	0	0	0	0	0	1	0	1	0	0	0	1	1	1	2	0	0	1	1	0	1	1	0	0	0	0	0	0	0	0	0	0	P P P P
LOUISVILLE BEHAVIOR CHECK LIST - FORM E2 Scan Items (CPRC)	1	1	1	0	0	0	0	0	0	1	0	1	0	0	0	1	1	1	2	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
MINNESOTA SCHOOL AFFECT ASSESSMENT - FORM CL External Locus of Control (MSTP)	0	0	2	0	0	0	0	0	2	0	1	1	0	1	1	1	1	1	1	2	0	1	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
MINNESOTA SCHOOL AFFECT ASSESSMENT - FORM CL Extrinsic Motivation (MSTP)	0	0	2	0	0	0	0	0	2	0	1	1	0	1	1	1	1	1	1	2	0	1	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
MINNESOTA SCHOOL AFFECT ASSESSMENT - FORM CU External Locus of Control (MSTP)	0	0	2	0	0	0	0	0	2	0	1	1	0	1	0	1	0	1	1	2	0	0	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
MINNESOTA SCHOOL AFFECT ASSESSMENT - FORM CU Extrinsic Motivation (MSTP)	0	0	2	0	0	0	0	0	2	0	1	1	0	1	0	1	0	1	1	2	0	0	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
NEW JUNIOR MAUDSLEY INVENTORY Lie Scale (NFER)	0	1	1	0	0	0	0	0	1	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	0	1	0	0	0	0	1	0	0	P F F P
OTTAWA SCHOOL BEHAVIOR CHECKLIST Conduct Problem (PCL)	0	1	1	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	2	0	0	0	0	0	0	1	0	0	0	0	0	0	P F P P
OTTAWA SCHOOL BEHAVIOR CHECKLIST Immaturity (PCL)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	2	0	0	0	0	0	0	1	0	0	0	0	0	0	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-F-P
OTTAWA SCHOOL BEHAVIOR CHECKLIST Over-Activity (PCL)	0	1	1	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	2	0	0	0	0	0	0	1	0	0	0	0	0	0	P F P P
OTTAWA SCHOOL BEHAVIOR CHECKLIST Personality Problem (PCL)	0	1	1	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	2	0	0	0	0	0	0	1	0	0	0	0	0	0	P F P P
OTTAWA SCHOOL BEHAVIOR CHECKLIST Total (PCL)	0	1	1	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	2	0	0	0	0	0	0	1	0	0	0	0	0	0	P F P P
PERSONALITY RATING SCALE Dependability (ETSA)	1	0	2	0	0	0	0	1	0	0	1	1	1	1	1	1	0	1	0	2	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
PERSONALITY RATING SCALE Punctuality (ETSA)	1	0	2	0	0	0	0	1	2	0	1	1	1	1	1	1	0	1	0	2	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
PRECISION REFERRAL FORM (CRSP)	0	1	0	0	0	0	0	0	2	0	1	1	0	0	0	1	1	1	0	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
PUPIL RATING SCALE (SCREENING FOR LEARNING DISABILITIES) Personal-Social Behavior (GS)	1	1	1	0	2	1	0	0	2	0	1	1	0	0	1	1	1	1	1	0	1	1	2	1	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
Q-TAGS TEST OF PERSONALITY - FORM H Reverie (IPR)	2	0	2	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	0	0	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
Q-TAGS TEST OF PERSONALITY - FORM S Reverie (IPR)	2	0	2	0	0	0	0	0	0	0	1	1	1	0	1	1	1	1	0	0	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
QUICK NEUROLOGICAL SCREENING TEST Behavioral Irregularities (ATP)	1	1	1	0	1	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	0	1	0	1	1	1	0	0	0	0	0	0	0	0	0	0	P F P P
SELF-CONCEPT AND MOTIVATION INVENTORY (WHAT FACE WOULD YOU WEAR?) - LATER ELEMENTARY FORM Self Adequacy (POM)	0	1	1	0	0	0	0	0	1	0	1	1	1	1	1	1	1	1	2	2	1	1	1	0	1	1	0	0	1	1	0	0	0	0	0	1	P F F P
SYMPTOMATOLOGY AND IDENTIFICATION OF A CHILD WITH LEARNING DISABILITIES Hyper-Active, Hyper-Kinetic (PI)	0	0	2	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
SYMPTOMATOLOGY AND IDENTIFICATION OF A CHILD WITH LEARNING DISABILITIES Impulsivity (PI)	0	0	1	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
TARGET BEHAVIOR (SEI)	0	2	2	0	0	0	0	0	2	0	1	1	1	0	1	1	0	1	1	0	1	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Aggression Motivation (DCH)	1	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Anality Motivation (DCH)	1	0	1	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Anality Outcome (DCH)	1	0	1	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TEACHER'S TRUST RATING SCALE Dependability (SCI)	0	1	2	0	0	0	0	0	2	0	1	1	0	0	0	0	1	1	1	0	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
WALKER PROBLEM BEHAVIOR IDENTIFICATION CHECKLIST Distractability (WPS)	1	1	1	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	0	1	2	0	0	0	0	0	0	P F F P
WALKER PROBLEM BEHAVIOR IDENTIFICATION CHECKLIST Total Score (WPS)	1	1	1	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	0	1	2	0	0	0	0	0	0	P F F P
2. SOCIALIZATION																																					
AAMD ADAPTIVE BEHAVIOR SCALE Antisocial Behavior (AAMD)	2	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	1	1	1	1	0	1	1	0	1	1	0	0	0	0	0	0	P G F P
AAMD ADAPTIVE BEHAVIOR SCALE Socialization (AAMD)	2	1	2	0	0	0	0	0	1	0	1	1	1	1	1	1	1	1	2	0	1	1	1	1	0	1	1	0	1	1	0	0	0	0	1	1	P F F P
CALIFORNIA TEST OF PERSONALITY - ELEMENTARY Total Adjustment (CTB)	2	1	0	0	0	0	0	1	1	0	1	1	1	1	1	1	1	1	2	2	1	0	2	1	1	1	0	0	1	1	0	0	0	1	0	0	P G F P
CALIFORNIA TEST OF PERSONALITY - PRIMARY Total Adjustment (CTB)	2	1	0	0	0	0	0	1	1	0	1	1	1	1	1	1	1	1	2	2	1	0	2	1	1	1	0	0	1	1	0	0	0	1	0	0	P G F P
CHILDREN'S PERSONALITY QUESTIONNAIRE (WHAT YOU DO AND WHAT YOU THINK) Forthright vs. Astute (IPAT)	2	1	1	1	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	0	2	1	1	1	0	0	0	0	0	0	0	1	0	0	P G F P
EGO DEVELOPMENT SCALE Social Development (PEI)	1	1	1	0	0	0	0	1	1	0	1	0	0	0	0	1	0	1	1	2	1	1	1	0	0	0	0	0	1	0	0	0	0	1	0	0	P P P P
EGO DEVELOPMENT SCALE Total Ego Development (PEI)	1	1	1	0	0	0	0	1	1	0	1	0	0	0	0	1	0	1	1	2	1	1	1	0	0	0	0	0	1	0	0	0	0	1	0	0	P P P P
MULTIDIMENSIONAL MATURITY SCALE Social Maturity (PI)	1	0	1	0	0	0	0	0	1	0	1	1	0	0	0	1	0	1	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
STS JUNIOR INVENTORY Getting Along With Others (STS)	3	1	1	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	1	2	1	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	P G P P
2A. Social Awareness																																					
AAMD ADAPTIVE BEHAVIOR SCALE Inappropriate Interpersonal Manners (AAMD)	2	0	2	0	0	0	0	0	0	0	1	1	1	1	1	1	1	1	2	0	1	1	1	1	0	1	1	0	1	1	0	0	0	0	0	0	P F F P
AAMD ADAPTIVE BEHAVIOR SCALE Withdrawal (AAMD)	2	0	1	0	0	0	0	0	1	0	1	1	1	1	1	1	1	1	2	0	1	1	1	1	0	1	1	0	1	1	0	0	0	0	0	0	P F F P
CALIFORNIA TEST OF PERSONALITY - ELEMENTARY Social Adjustment School Relations (CTB)	2	1	1	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	0	1	1	0	0	0	1	0	0	P G F P
CALIFORNIA TEST OF PERSONALITY - PRIMARY Social Adjustment School Relations (CTB)	2	1	1	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	0	1	1	0	0	0	1	0	0	P G F P
IMBER CHILDREN'S TRUST SCALE Father (SCI)	0	1	1	0	0	0	0	0	1	0	1	1	1	0	0	0	1	1	2	2	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
IMBER CHILDREN'S TRUST SCALE Mother (SCI)	0	1	1	0	0	0	0	0	1	0	1	1	1	0	0	0	1	1	2	2	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
IMBER CHILDREN'S TRUST SCALE Peer (SCI)	0	1	1	0	0	0	0	0	1	0	1	1	1	0	0	0	1	1	2	2	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
IMBER CHILDREN'S TRUST SCALE Total Score (SCI)	0	1	1	0	0	0	0	0	1	0	1	1	1	0	0	0	1	1	2	2	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
IT SCALE FOR CHILDREN (PTS)	1	0	2	0	0	0	0	0	0	0	0	0	1	0	1	0	1	1	2	0	1	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
JESNESS INVENTORY I-Level Probabilities Cultural Conformist (CPP)	0	0	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	2	2	1	0	2	0	0	0	0	0	0	0	0	0	0	1	0	0	P F P P
JESNESS INVENTORY I-Level Probabilities Cultural Identifier (CPP)	0	0	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	2	2	1	0	2	0	0	0	0	0	0	0	0	0	0	1	0	0	P F P P
JESNESS INVENTORY I-Level Probabilities Immature Conformist (CPP)	0	0	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	2	2	1	0	2	0	0	0	0	0	0	0	0	0	0	1	0	0	P F P P
JESNESS INVENTORY I-Level Probabilities Manipulator (CPP)	0	0	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	2	2	1	0	2	0	0	0	0	0	0	0	0	0	0	1	0	0	P F P P
JESNESS INVENTORY I-Level Probabilities Neurotic, Acting-Out (CPP)	0	0	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	2	2	1	0	2	0	0	0	0	0	0	0	0	0	0	1	0	0	P F P P
JESNESS INVENTORY I-Level Probabilities Neurotic, Anxious (CPP)	0	0	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	2	2	1	0	2	0	0	0	0	0	0	0	0	0	0	1	0	0	P F P P
JESNESS INVENTORY I-Level Probabilities Situational Emotional Reaction (CPP)	0	0	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	2	2	1	0	2	0	0	0	0	0	0	0	0	0	0	1	0	0	P F P P
JESNESS INVENTORY I-Level Probabilities Unsocialized, Aggressive (CPP)	0	0	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	2	2	1	0	2	0	0	0	0	0	0	0	0	0	0	1	0	0	P F P P
JESNESS INVENTORY I-Level Probabilities Unsocialized, Passive (CPP)	0	0	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	2	2	1	0	2	0	0	0	0	0	0	0	0	0	0	1	0	0	P F P P
JESNESS INVENTORY Repression (CPP)	0	1	1	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	2	2	1	0	2	1	0	1	0	0	0	0	0	0	0	1	2	2	P F P P
PERSONALITY RATING SCALE Boisterous-Quietness (ETSA)	1	0	2	0	0	0	0	1	2	0	1	1	1	1	1	1	0	1	0	2	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
PERSONALITY RATING SCALE Popularity (ETSA)	1	0	2	0	0	0	0	1	2	0	1	1	1	1	1	1	0	1	0	2	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
SELF-PERCEPTION INVENTORY - STUDENT FORMS Perceptions of Others (LMS)	1	1	2	0	0	0	0	1	1	0	1	0	0	0	0	0	1	1	1	2	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
SOCIOMETRIC TRUST QUESTIONNAIRE (SCI)	0	1	1	0	0	0	0	0	1	0	1	1	1	0	0	0	1	1	1	2	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
TASKS OF EMOTIONAL DEVELOPMENT TEST Aggression Affect (DCH)	1	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Aggression Perception (DCH)	1	0	2	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Anality Perception (DCH)	1	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Conscience Perception (DCH)	1	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Identification Outcome (DCH)	1	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Identification Perception (DCH)	1	0	1	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Learning Perception (DCH)	1	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Limits Motivation (DCH)	1	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Limits Outcome (DCH)	1	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Limits Perception (DCH)	1	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Oedipal Perception (DCH)	1	0	1	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Self-Concept Perception (DCH)	1	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Separation Outcome (DCH)	1	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Separation Perception (DCH)	1	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Siblings Motivation (DCH)	1	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Siblings Outcome (DCH)	1	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Siblings Perception (DCH)	1	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Socialization Perception (DCH)	1	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test - Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-3	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
TASKS OF EMOTIONAL DEVELOPMENT TEST Trust Motivation (DCH)	1	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Trust Outcome (DCH)	1	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Trust Perception (DCH)	1	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TEACHER'S TRUST RATING SCALE Trust (SCI)	0	1	1	0	0	0	0	0	1	0	1	1	0	0	0	0	1	1	1	0	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
2B. Social Values and Conduct																																					
BARCLAY CLASSROOM CLIMATE INVENTORY Group Group Social-Conventional (ESD)	1	0	0	0	0	0	0	1	0	0	1	0	0	0	0	1	0	1	1	2	1	0	2	0	1	1	0	0	1	2	1	0	0	0	0	0	P P F P
BARCLAY CLASSROOM CLIMATE INVENTORY Sociability-Affiliation (ESD)	0	1	1	0	0	0	0	0	1	0	0	0	0	0	0	1	1	1	1	0	1	0	2	0	1	1	0	0	1	1	0	0	0	0	0	0	P P P P
BARCLAY CLASSROOM CLIMATE INVENTORY Teacher Rating Scales Social Adjustment (ESD)	0	1	1	0	0	0	0	0	2	0	0	1	1	0	1	1	1	1	2	0	1	1	2	0	1	1	0	0	1	0	0	0	0	0	0	0	P F P P
BENE-ANTHONY FAMILY RELATIONS TEST FOR OLDER CHILDREN Sum of Incoming Negative - Father (NFER)	1	0	2	0	0	0	[illegible]	0	0	0	1	0	0	0	1	0	0	1	2	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
BENE-ANTHONY FAMILY RELATIONS TEST FOR OLDER CHILDREN Sum of Incoming Negative - Mother (NFER)	1	0	2	0	0	0	0	0	0	0	1	0	0	0	1	0	0	1	2	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
BENE-ANTHONY FAMILY RELATIONS TEST FOR OLDER CHILDREN Sum of Incoming Negative - Nobody (NFER)	1	0	2	0	0	0	0	0	0	0	1	0	0	0	1	0	0	1	2	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
BENE-ANTHONY FAMILY RELATIONS TEST FOR OLDER CHILDREN Sum of Incoming Negative - Others in the Family (NFER)	1	0	2	0	0	0	0	0	0	0	1	0	0	0	1	0	0	1	2	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
BENE-ANTHONY FAMILY RELATIONS TEST FOR OLDER CHILDREN Sum of Incoming Negative - Self (NFER)	1	0	2	0	0	0	0	0	0	0	1	0	0	0	1	0	0	1	2	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
BENE-ANTHONY FAMILY RELATIONS TEST FOR OLDER CHILDREN Sum of Incoming Negative - Siblings (NFER)	1	0	2	0	0	0	0	0	0	0	1	0	0	0	1	0	0	1	2	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
BENE-ANTHONY FAMILY RELATIONS TEST FOR OLDER CHILDREN Sum of Incoming Positivc - Father (NFER)	1	0	2	0	0	0	0	0	0	0	1	0	0	0	1	0	0	1	2	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
BENE-ANTHONY FAMILY RELATIONS TEST FOR OLDER CHILDREN Sum of Incoming Positive - Mother (NFER)	1	0	2	0	0	0	0	0	0	0	1	0	0	0	1	0	0	1	2	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
BENE-ANTHONY FAMILY RELATIONS TEST FOR OLDER CHILDREN Sum of Incoming Positive - Nobody (NFER)	1	0	2	0	0	0	0	0	0	0	1	0	0	0	1	0	0	1	2	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
BENE-ANTHONY FAMILY RELATIONS TEST FOR OLDER CHILDREN Sum of Incoming Positive - Others in the Family (NFER)	1	0	2	0	0	0	0	0	0	0	1	0	0	0	1	0	0	1	2	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent / Factorial	Experimental/ Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
BENE-ANTHONY FAMILY RELATIONS TEST FOR OLDER CHILDREN Sum of Incoming Positive - Self (NFER)	1	0	2	0	0	0	0	0	0	0	1	0	0	0	1	0	0	1	2	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
BENE-ANTHONY FAMILY RELATIONS TEST FOR OLDER CHILDREN Sum of Incoming Positive - Siblings (NFER)	1	0	2	0	0	0	0	0	0	0	1	0	0	0	1	0	0	1	2	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
BENE-ANTHONY FAMILY RELATIONS TEST FOR OLDER CHILDREN Sum of Outgoing Negative - Father (NFER)	1	0	2	0	0	0	0	0	0	0	1	0	0	0	1	0	0	1	2	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
BENE-ANTHONY FAMILY RELATIONS TEST FOR OLDER CHILDREN Sum of Outgoing Negative - Mother (NFER)	1	0	2	0	0	0	0	0	0	0	1	0	0	0	1	0	0	1	2	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
BENE-ANTHONY FAMILY RELATIONS TEST FOR OLDER CHILDREN Sum of Outgoing Negative - Nobody (NFER)	1	0	2	0	0	0	0	0	0	0	1	0	0	0	1	0	0	1	2	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
BENE-ANTHONY FAMILY RELATIONS TEST FOR OLDER CHILDREN Sum of Outgoing Negative - Others in the Family (NFER)	1	0	2	0	0	0	0	0	0	0	1	0	0	0	1	0	0	1	2	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
BENE-ANTHONY FAMILY RELATIONS TEST FOR OLDER CHILDREN Sum of Outgoing Negative - Self (NFER)	1	0	2	0	0	0	0	0	0	0	1	0	0	0	1	0	0	1	2	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
BENE-ANTHONY FAMILY RELATIONS TEST FOR OLDER CHILDREN Sum of Outgoing Negative - Siblings (NFER)	1	0	2	0	0	0	0	0	0	0	1	0	0	0	1	0	0	1	2	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
BENE-ANTHONY FAMILY RELATIONS TEST FOR OLDER CHILDREN Sum of Outgoing Positive - Father (NFER)	1	0	2	0	0	0	0	0	0	0	1	0	0	0	1	0	0	1	2	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
BENE-ANTHONY FAMILY RELATIONS TEST FOR OLDER CHILDREN Sum of Outgoing Positive - Mother (NFER)	1	0	2	0	0	0	0	0	0	0	1	0	0	0	1	0	0	1	2	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
BENE-ANTHONY FAMILY RELATIONS TEST FOR OLDER CHILDREN Sum of Outgoing Positive - Nobody (NFER)	1	0	2	0	0	0	0	0	0	0	1	0	0	0	1	0	0	1	2	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
BENE-ANTHONY FAMILY RELATIONS TEST FOR OLDER CHILDREN Sum of Outgoing Positive - Others in the Family (NFER)	1	0	2	0	0	0	0	0	0	0	1	0	0	0	1	0	0	1	2	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
BENE-ANTHONY FAMILY RELATIONS TEST FOR OLDER CHILDREN Sum of Outgoing Positive - Self (NFER)	1	0	2	0	0	0	0	0	0	0	1	0	0	0	1	0	0	1	2	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
BENE-ANTHONY FAMILY RELATIONS TEST FOR OLDER CHILDREN Sum of Outgoing Positive - Siblings (NFER)	1	0	2	0	0	0	0	0	0	0	1	0	0	0	1	0	0	1	2	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
BENE-ANTHONY FAMILY RELATIONS TEST FOR OLDER CHILDREN Total Involvement - Father (NFER)	1	0	2	0	0	0	0	0	0	0	1	0	0	0	1	0	0	1	2	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
BENE-ANTHONY FAMILY RELATIONS TEST FOR OLDER CHILDREN Total Involvement - Mother (NFER)	1	0	2	0	0	0	0	0	0	0	1	0	0	0	1	0	0	1	2	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
BENE-ANTHONY FAMILY RELATIONS TEST FOR OLDER CHILDREN Total Involvement - Nobody (NFER)	1	0	2	0	0	0	0	0	0	0	1	0	0	0	1	0	0	1	2	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
BENE-ANTHONY FAMILY RELATIONS TEST FOR OLDER CHILDREN Total Involvement - Others in the Family (NFER)	1	0	2	0	0	0	0	0	0	0	1	0	0	0	1	0	0	1	2	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evolutional				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
BENE-ANTHONY FAMILY RELATIONS TEST FOR OLDER CHILDREN Total Involvement - Self (NFER)	1	0	2	0	0	0	0	0	0	0	1	0	0	0	1	0	0	1	2	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
BENE-ANTHONY FAMILY RELATIONS TEST FOR OLDER CHILDREN Total Involvement - Siblings (NFER)	1	0	2	0	0	0	0	0	0	0	1	0	0	0	1	0	0	1	2	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
BRADFIELD CLASSROOM INTERACTION ANALYSIS Pupil/Pupil/Teacher Interaction Scale (ATP)	0	1	2	0	0	0	0	0	2	0	1	1	0	0	1	1	0	1	0	1	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
BRISTOL SOCIAL-ADJUSTMENT GUIDES - 1 AND 2 The Child in School Hostility (EITS)	2	1	1	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	1	1	0	1	1	1	0	0	0	0	0	0	0	0	0	P F P P
BRISTOL SOCIAL-ADJUSTMENT GUIDES - 1 AND 2 The Child in School Over-Reaction Total (EITS)	2	1	1	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	1	1	0	1	1	1	0	0	0	0	0	0	0	0	0	P F P P
BRISTOL SOCIAL-ADJUSTMENT GUIDES - 1 AND 2 The Child in School Peer-Maladaptiveness (EITS)	2	1	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	1	1	0	1	1	1	0	0	0	0	0	0	0	0	0	P F P P
BRISTOL SOCIAL-ADJUSTMENT GUIDES - 1 AND 2 The Child in School Withdrawal (EITS)	2	1	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	1	1	0	1	1	1	0	0	0	0	0	0	0	0	0	P F P P
BRISTOL SOCIAL-ADJUSTMENT GUIDES - THE CHILD IN RESIDENTIAL CARE Human Unconcern (NFER)	0	0	2	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
BRISTOL SOCIAL-ADJUSTMENT GUIDES - THE CHILD IN RESIDENTIAL CARE Peer Maladaptiveness (NFER)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
BRISTOL SOCIAL-ADJUSTMENT GUIDES - THE CHILD IN RESIDENTIAL CARE Withdrawal (NFER)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
BRISTOL SOCIAL-ADJUSTMENT GUIDES - THE CHILD IN THE FAMILY Child's Attitudes to the Father Estrangement (NFER)	0	0	1	0	0	0	0	0	0	0	1	1	1	0	1	1	1	1	2	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
BRISTOL SOCIAL-ADJUSTMENT GUIDES - THE CHILD IN THE FAMILY Child's Attitudes to the Mother Estrangement (NFER)	0	1	2	0	0	0	0	0	0	0	1	1	1	0	1	1	1	2	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
BRISTOL SOCIAL-ADJUSTMENT GUIDES - THE CHILD IN THE FAMILY Child's General Family-Insecurity Miscellaneous Symptoms of Family-Insecurity (NFER)	0	0	1	0	0	0	0	0	0	0	1	1	1	0	1	1	1	1	2	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
BRISTOL SOCIAL-ADJUSTMENT GUIDES - THE CHILD IN THE FAMILY Child's General Family-Insecurity Seeking Parent-Substitute (NFER)	0	0	1	0	0	0	0	0	0	0	1	1	1	0	1	1	1	1	2	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
BRISTOL SOCIAL-ADJUSTMENT GUIDES - THE CHILD IN THE FAMILY Diagnostic Summary (NFER)	0	0	0	0	0	0	0	0	0	0	1	1	1	0	1	1	1	1	2	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
BURKS' BEHAVIOR RATING SCALE FOR ORGANIC BRAIN DYSFUNCTION Social-Emotional (AP)	2	1	1	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	2	0	1	1	1	0	0	1	0	0	0	1	0	0	0	0	0	0	P F P P
BURKS' BEHAVIOR RATING SCALES Excessive Aggressiveness (AP)	2	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	0	1	1	1	1	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
BURKS' BEHAVIOR RATING SCALES Excessive Resistance (AP)	2	0	1	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	1	0	1	1	1	1	0	0	0	0	1	1	0	0	0	0	0	0	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
BURKS' BEHAVIOR RATING SCALES Excessive Sense of Persecution (AP)	2	1	2	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	1	0	1	1	1	1	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
BURKS' BEHAVIOR RATING SCALES Excessive Sexuality (AP)	2	0	1	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	1	0	1	1	1	1	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
BURKS' BEHAVIOR RATING SCALES Excessive Withdrawal (AP)	2	1	2	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	1	0	1	1	1	1	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
BURKS' BEHAVIOR RATING SCALES Poor Sense of Identity (AP)	2	1	2	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	1	0	1	1	1	1	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
CALIFORNIA TEST OF PERSONALITY - ELEMENTARY Personal Adjustment Withdrawing Tendencies (CTB)	2	1	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	0	1	1	0	0	0	1	0	0	P G F P
CALIFORNIA TEST OF PERSONALITY - ELEMENTARY Social Adjustment Anti-Social Tendencies (CTB)	2	1	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	0	1	1	0	0	0	1	0	0	P G F P
CALIFORNIA TEST OF PERSONALITY - ELEMENTARY Social Adjustment Social Skills (CTB)	2	1	1	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	0	1	1	0	0	0	1	0	0	P G F P
CALIFORNIA TEST OF PERSONALITY - ELEMENTARY Social Adjustment Total (CTB)	2	2	0	0	0	0	0	1	1	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	0	1	1	0	0	0	1	0	0	P G F P
CALIFORNIA TEST OF PERSONALITY - PRIMARY Personal Adjustment Withdrawing Tendencies (CTB)	2	1	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	0	1	1	0	0	0	1	0	0	P G F P
CALIFORNIA TEST OF PERSONALITY - PRIMARY Social Adjustment Anti-Social Tendencies (CTB)	2	1	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	0	1	1	0	0	0	1	0	0	P G F P
CALIFORNIA TEST OF PERSONALITY - PRIMARY Social Adjustment Community Relations (CTB)	2	1	1	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	0	1	1	0	0	0	1	0	0	P G F P
CALIFORNIA TEST OF PERSONALITY - PRIMARY Social Adjustment Social Skills (CTB)	2	1	1	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	0	1	1	0	0	0	1	0	0	P G F P
CALIFORNIA TEST OF PERSONALITY - PRIMARY Social Adjustment Total (CTB)	2	2	1	0	0	0	0	1	1	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	0	1	1	0	0	0	1	0	0	P G F P
CHILD BEHAVIOR RATING SCALE Home Adjustment (WPS)	2	0	0	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	2	0	1	1	1	1	0	0	0	0	1	1	0	0	0	0	0	1	P F P P
CHILD BEHAVIOR RATING SCALE Personality Total Adjustment (WPS)	2	2	0	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	2	0	1	1	1	1	0	0	0	0	1	1	0	0	0	0	0	1	P F P P
CHILD BEHAVIOR RATING SCALE Social Adjustment (WPS)	2	2	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	1	1	0	0	0	0	1	1	0	0	0	0	0	1	P F P P
CHILDREN'S BEHAVIOR QUESTIONNAIRE Scale A (2) to be Completed by Parents Antisocial (MR)	0	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
CHILDREN'S PERSONALITY QUESTIONNAIRE (WHAT YOU DO AND WHAT YOU THINK) Reserved vs. Warmhearted (IPAT)	2	1	1	1	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	0	2	1	1	1	0	0	0	0	0	0	0	1	0	0	P G F P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent / Factorial	Experimental/ Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-F-P
CHILDREN'S PERSONALITY QUESTIONNAIRE (WHAT YOU DO AND WHAT YOU THINK) Sober vs. Enthusiastic (IPAT)	2	0	1	1	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	0	2	1	1	1	0	0	0	0	0	0	0	1	0	2	P G F P
CHILDREN'S SELF-CONCEPTION TEST Acceptance of Social Values (MBC)	0	0	1	0	0	0	0	1	0	0	1	1	0	0	1	0	0	1	0	2	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
CHILDREN'S SELF-CONCEPTION TEST Rejection of Social Values (MBC)	0	0	1	0	0	0	0	1	0	0	1	1	0	0	1	0	0	1	0	2	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
DETROIT ADJUSTMENT INVENTORY - DELTA FORM Community - Emotional (BMC)	0	0	1	0	0	0	0	0	1	0	0	1	0	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
DETROIT ADJUSTMENT INVENTORY - DELTA FORM Community - Social (BMC)	0	1	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
DETROIT ADJUSTMENT INVENTORY - DELTA FORM Environment Community - Total (BMC)	0	1	0	0	0	0	0	0	1	0	0	1	0	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
DE[illegible] ADJUSTMENT INVENTORY - DELTA FORM Environment Home - Total (BMC)	0	1	0	0	0	0	0	0	1	0	0	1	0	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
DETROIT ADJUSTMENT INVENTORY - DELTA FORM Environment School - Total (BMC)	0	1	1	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
DETROIT ADJUSTMENT INVENTORY - DELTA FORM Home - Ethical (BMC)	0	0	1	0	0	0	0	0	1	0	1	1	0	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
DETROIT ADJUSTMENT INVENTORY - DELTA FORM Home - Social (BMC)	0	0	0	0	0	0	0	0	1	0	1	1	0	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
DETROIT ADJUSTMENT INVENTORY - DELTA FORM Reaction Social - Total (BMC)	0	1	1	0	0	0	0	0	1	0	1	1	0	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
DETROIT ADJUSTMENT INVENTORY - DELTA FORM School - Ethical (BMC)	0	1	1	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
DETROIT ADJUSTMENT INVENTORY - DELTA FORM School - Social (BMC)	0	1	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
DETROIT ADJUSTMENT INVENTORY - DELTA FORM Total (BMC)	0	1	0	0	0	0	0	0	1	0	0	1	0	0	1	1	1	1	2	0	1	0	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
DEVEREUX ELEMENTARY SCHOOL BEHAVIOR RATING SCALE Need Closeness to Teacher (DFP)	1	1	1	0	0	0	0	0	2	0	1	1	0	0	0	1	0	1	1	0	1	1	0	1	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
EARLY SCHOOL PERSONALITY QUESTIONNAIRE Reserved vs. Outgoing (IPAT)	1	1	0	0	0	0	0	0	1	0	1	1	1	1	1	0	1	1	2	1	1	0	2	1	0	1	0	0	1	1	0	0	0	0	1	1	P F F P
FIRO-BC Affection Expressed Behavior (CPP)	0	1	2	0	0	0	0	1	2	0	1	1	1	0	1	1	0	1	1	2	1	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
FIRO-BC Affection Wanted Behavior (CPP)	0	1	2	0	0	0	0	1	2	0	1	1	1	0	1	1	0	1	1	2	1	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P

ELEMENTARY GOAL / TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent / Factorial	Experimental/ Evolutional				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Groups	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
FIRO-BC Inclusion Expressed Behavior (CPP)	0	1	2	0	0	0	0	1	2	0	1	1	1	0	1	1	0	1	1	2	1	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
FIRO-BC Inclusion Wanted Behavior (CPP)	0	1	2	0	0	0	0	1	2	0	1	1	1	0	1	1	0	1	1	2	1	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
HAND TEST Acting Out Ratio (WPS)	1	0	1	0	0	0	0	0	2	0	1	1	0	0	1	0	1	1	1	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
HAND TEST Affection (WPS)	1	0	1	0	0	0	0	0	2	0	1	1	0	0	1	0	1	1	1	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
HAND TEST Aggression (WPS)	1	0	1	0	0	0	0	0	2	0	1	1	0	0	1	0	1	1	1	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
HAND TEST Communication (WPS)	1	0	1	0	0	0	0	0	2	0	1	1	0	0	1	0	1	1	1	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
HAND TEST Direction (WPS)	1	0	1	0	0	0	0	0	2	0	1	1	0	0	1	0	1	1	1	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
HAND TEST Interpersonal (WPS)	1	0	1	0	0	0	0	0	2	0	1	1	0	0	1	0	1	1	1	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
INTEREST INVENTORY FOR ELEMENTARY GRADES People (CPS)	1	0	2	0	0	0	0	1	1	0	1	1	1	1	0	1	1	1	1	2	1	1	1	0	0	0	0	0	1	0	0	0	0	1	0	0	P F P P
INTERPERSONAL EFFECTIVENESS DIAGNOSIS Peer - Pattern (HDTI)	2	0	2	0	0	0	0	1	1	0	1	1	1	1	1	1	1	1	1	2	1	1	1	1	0	0	0	0	1	1	0	0	0	0	0	0	P F F P
JESNESS INVENTORY Alienation (CPP)	0	1	2	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	2	2	1	0	2	1	0	1	0	0	0	0	0	0	0	1	2	2	P F P P
JUNIOR EYSENCK PERSONALITY INVENTORY Extraversion (NFER)	2	1	2	2	1	0	0	0	1	0	0	1	1	0	0	1	1	1	2	2	1	1	2	1	0	0	1	0	1	0	1	1	0	1	0	0	F F F P
LOUISVILLE BEHAVIOR CHECK LIST - FORM E2 Aggression Total (CPRC)	1	1	1	0	0	0	0	0	0	1	0	1	0	0	0	1	1	1	2	0	0	1	1	0	1	1	0	0	0	0	0	0	0	0	0	0	P P P P
LOUISVILLE BEHAVIOR CHECK LIST - FORM E2 Antisocial Behavior (CPRC)	1	1	1	0	0	0	0	0	0	1	0	1	0	0	0	1	1	1	2	0	0	1	1	0	1	1	0	0	0	0	0	0	0	0	0	0	P P P P
LOUISVILLE BEHAVIOR CHECK LIST - FORM E2 Infantile Aggression (CPRC)	1	1	1	0	0	0	0	0	0	1	0	1	0	0	0	1	1	1	2	0	0	1	1	0	1	1	0	0	0	0	0	0	0	0	0	0	P P P P
LOUISVILLE BEHAVIOR CHECK LIST - FORM E2 Prosocial Behavior (CPRC)	1	1	0	0	0	0	0	0	0	1	0	1	0	0	0	1	1	1	2	0	0	1	1	0	1	1	0	0	0	0	0	0	0	0	0	0	P P P P
MAC B PERSONAL COMPETENCE INVENTORY Peer Acceptance Index (JAB)	0	0	1	0	1	0	0	0	2	0	1	1	1	0	1	0	1	1	1	2	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
MINNESOTA SCHOOL AFFECT ASSESSMENT - FORM CL Academic Fellowship (MSTP)	0	1	2	0	0	0	0	0	2	0	1	1	0	1	1	1	1	1	1	2	0	1	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-F-P
MINNESOTA SCHOOL AFFECT ASSESSMENT - FORM CL Co-operation (MSTP)	0	1	1	0	0	0	0	0	2	0	1	1	0	1	1	1	1	1	1	2	0	1	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
MINNESOTA SCHOOL AFFECT ASSESSMENT - FORM CL Importance of Affect (MSTP)	0	0	1	0	0	0	0	0	1	0	1	1	0	1	1	1	1	1	1	2	0	1	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
MINNESOTA SCHOOL AFFECT ASSESSMENT - FORM CL Peers (MSTP)	0	0	2	0	0	0	0	0	2	0	1	1	0	1	1	1	1	1	1	2	0	1	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
MINNESOTA SCHOOL AFFECT ASSESSMENT - FORM CU Academic Fellowship (MSTP)	0	1	2	0	0	0	0	0	2	0	1	1	0	1	0	1	0	1	1	2	0	0	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
MINNESOTA SCHOOL AFFECT ASSESSMENT - FORM CU Co-operation (MSTP)	0	1	1	0	0	0	0	0	2	0	1	1	0	1	0	1	0	1	1	2	0	0	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
MINNESOTA SCHOOL AFFECT ASSESSMENT - FORM CU Importance of Affect (MSTP)	0	0	1	0	0	0	0	0	2	0	1	1	0	1	0	1	0	1	1	2	0	0	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
MINNESOTA SCHOOL AFFECT ASSESSMENT - FORM CU Peers (MSTP)	0	0	2	0	0	0	0	0	2	0	1	1	0	1	0	1	0	1	1	2	0	0	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
NEW JUNIOR MAUDSLEY INVENTORY Extraversion Scale (NFER)	0	1	1	0	0	0	0	0	1	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	0	1	0	0	0	0	1	0	0	P F F P
PERSONAL ADJUSTMENT INVENTORY - FOR BOYS Family Maladjustment (APR)	0	0	1	0	0	0	0	0	0	0	1	1	1	0	0	1	1	1	1	1	1	0	1	0	0	1	0	0	1	0	0	0	0	1	0	0	P P P P
PERSONAL ADJUSTMENT INVENTORY - FOR BOYS Social Maladjustment (APR)	0	1	1	0	0	0	0	0	0	0	1	1	1	0	0	1	1	1	1	1	1	0	1	0	0	1	0	0	1	0	0	0	0	1	0	0	P P P P
PERSONAL ADJUSTMENT INVENTORY - FOR GIRLS Family Maladjustment (APR)	0	0	1	0	0	0	0	0	0	0	1	1	1	0	0	1	1	1	1	1	1	0	1	0	0	1	0	0	1	0	0	0	0	1	0	0	P P P P
PERSONAL ADJUSTMENT INVENTORY - FOR GIRLS Social Maladjustment (APR)	0	1	1	0	0	0	0	0	0	0	1	1	1	0	0	1	1	1	1	1	1	0	1	0	0	1	0	0	1	0	0	0	0	1	0	0	P P P P
PERSONALITY RATING SCALE Co-operation (ETSA)	1	1	2	0	0	0	0	1	2	0	1	1	1	1	1	1	0	1	0	2	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
PERSONALITY RATING SCALE Courtesy (ETSA)	1	0	2	0	0	0	0	1	2	0	1	1	1	1	1	1	0	1	0	2	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
PERSONALITY RATING SCALE Entertaining (ETSA)	1	0	2	0	0	0	0	1	0	0	1	1	1	1	1	1	0	1	0	2	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
PERSONALITY RATING SCALE Generosity (ETSA)	1	0	2	0	0	0	0	1	2	0	1	1	1	1	1	1	0	1	0	2	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
PERSONALITY RATING SCALE Sociability (ETSA)	1	1	2	0	0	0	0	1	0	0	1	1	1	1	1	1	0	1	0	2	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
PERSONALITY RATING SCALE Thoughtfulness (ETSA)	1	1	2	0	0	0	0	1	0	0	1	1	1	1	1	1	0	1	0	2	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECOPYING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustrative & Print	Item Coherence			Testing Group Size	Administrator	Timed			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-3	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-P
PRIMARY SCHOOL BEHAVIOR Q-SORT Responsible vs. Irresponsible Behavior (PARP)	3	2	2	0	0	0	0	0	2	0	1	1	1	0	0	1	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
PRIMARY SELF-CONCEPT INVENTORY Social-Self Domain (LCI)	0	1	1	0	0	0	0	0	1	0	1	1	0	1	0	1	1	1	2	2	1	1	1	1	1	1	0	0	0	1	0	0	0	0	0	0	P F F P
PRIMARY SELF-CONCEPT SCALE Peer Aggressiveness/Cooperation (DCBBE)	1	0	1	0	0	0	0	0	2	0	1	1	1	0	0	0	1	1	2	2	1	1	0	0	0	0	0	0	1	1	0	0	0	1	0	0	P F P P
PRIMARY SELF-CONCEPT SCALE Peer Ostracism/Acceptance (DCBBE)	1	0	2	0	0	0	0	0	2	0	1	1	1	0	0	0	1	1	2	2	1	1	0	0	0	0	0	0	1	1	0	0	0	1	0	0	P F P P
Q-TAGS TEST OF PERSONALITY - FORM H Social (IPR)	2	2	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	0	0	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
Q-TAGS TEST OF PERSONALITY - FORM S Social (IPR)	2	2	2	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	0	0	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
SCHOOL ATTITUDE SURVEY About Other Children And Me (AP)	2	1	2	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	2	2	1	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
SCHOOL BEHAVIOR CHECK LIST - FORM A2 (CPRC)	0	1	1	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	1	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
SYMPTOMATOLOGY AND IDENTIFICATION OF A CHILD WITH LEARNING DISABILITIES Aggressive Behavior (PI)	0	0	2	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Anality Affect (DCH)	1	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Identification Affect (DCH)	1	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Identification Motivation (DCH)	1	0	1	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Limits Affect (DCH)	1	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Oedipal Affect (DCH)	1	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Oedipal Motivation (DCH)	1	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Oedipal Outcome (DCH)	1	0	1	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Siblings Affect (DCH)	1	0	1	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Socialization Affect (DCH)	1	1	1	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulty	Item [illegible]	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-3	0-3	0-1	0-2	0-2	[illegible]
TASKS OF EMOTIONAL DEVELOPMENT TEST Trust Affect (DCH)	1	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
WALKER PROBLEM BEHAVIOR IDENTIFICATION CHECKLIST Withdrawal (WPS)	1	1	1	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	0	1	2	0	0	0	0	0	0	P F F P
WRAY BEHAVIOR SCALE (RDCES)	0	1	1	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
I. ATTITUDES, VALUES, AND MOTIVATION																																					
DAILY BEHAVIOR CARD (B)	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	1	0	1	1	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
EARLY SCHOOL PERSONALITY QUESTIONNAIRE Disregards Rules vs. Conscientious (IPAT)	1	0	1	0	0	0	0	0	1	0	1	1	1	1	1	0	1	1	2	1	1	0	2	1	0	1	0	0	1	1	0	0	0	0	1	1	P F F P
MULTIDIMENSIONAL MATURITY SCALE Psychosexual Maturity (PI)	1	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
IA. School Orientation																																					
CHILD BEHAVIOR RATING SCALE School Adjustment (WPS)	2	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	1	1	0	0	0	0	1	1	0	0	0	0	0	1	P F P P
CHILDREN'S PICTORIAL ATTITUDE SCALE (JWL)	1	2	2	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	2	1	1	1	0	1	1	1	0	1	0	0	0	0	0	1	2	P F F P
DETROIT ADJUSTMENT INVENTORY - DELTA FORM School - Status (BMC)	0	1	1	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
DEVEREUX ELEMENTARY SCHOOL BEHAVIOR RATING SCALE Disrespect-Defiance (DPP)	1	1	1	0	0	0	0	0	2	0	1	1	0	0	0	1	0	1	1	0	1	1	0	1	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
EDUCATION APPERCEPTION TEST (WPS)	2	2	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
EGO DEVELOPMENT SCALE Educational Development (PEI)	1	2	1	0	0	0	0	1	1	0	1	0	0	0	0	1	0	1	1	2	1	1	1	0	0	0	0	0	1	0	0	0	0	1	0	0	P P P P
HOW I SEE MYSELF - ELEMENTARY FORM Teacher-School (IJG)	3	1	2	0	0	0	0	0	2	0	1	1	0	1	0	1	0	1	1	2	1	1	1	1	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
IMBER CHILDREN'S TRUST SCALE Teacher (SCI)	0	1	1	0	0	0	0	0	1	0	1	1	1	0	0	0	1	1	2	2	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
INTEREST INVENTORY FOR ELEMENTARY GRADES School Subjects (CPS)	1	1	2	0	0	0	0	1	1	0	1	1	1	1	0	1	1	1	1	2	1	1	1	0	0	0	0	0	1	0	0	0	0	1	0	0	P F P P
INTERPERSONAL EFFECTIVENESS DIAGNOSIS Administrative - Pattern (HDTI)	2	1	1	0	0	0	0	1	1	0	1	1	1	1	1	1	1	1	1	2	1	1	1	1	0	0	0	0	1	1	0	0	0	0	0	0	P F F P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evolutional				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustrations & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-F-P
INTERPERSONAL EFFECTIVENESS DIAGNOSIS Teacher - Pattern (HDTI)	2	0	2	0	0	0	0	1	1	0	1	1	1	1	1	1	1	1	1	2	1	1	1	1	0	0	0	0	1	1	0	0	0	0	0	0	P F F P
MINNESOTA SCHOOL AFFECT ASSESSMENT - FORM CL Academic Set (MSTP)	0	1	2	0	0	0	0	0	2	0	1	1	0	1	1	1	1	1	1	2	0	1	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
MINNESOTA SCHOOL AFFECT ASSESSMENT - FORM CL Behavioral Constraint (MSTP)	0	0	1	0	0	0	0	0	2	0	1	1	0	1	1	1	1	1	1	2	0	1	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
MINNESOTA SCHOOL AFFECT ASSESSMENT - FORM CL General School Interest (MSTP)	0	1	2	0	0	0	0	0	2	0	1	1	0	1	1	1	1	1	1	2	0	1	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
MINNESOTA SCHOOL AFFECT ASSESSMENT - FORM CL Intrinsic Motivation (MSTP)	0	1	2	0	0	0	0	0	2	0	1	1	0	1	1	1	1	1	1	2	0	1	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
MINNESOTA SCHOOL AFFECT ASSESSMENT - FORM CL Marking Basis (MSTP)	0	0	1	0	0	0	0	0	0	0	1	1	0	1	1	1	1	1	1	2	0	1	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
MINNESOTA SCHOOL AFFECT ASSESSMENT - FORM CL Non-Communication (MSTP)	0	0	1	0	0	0	0	0	2	0	1	1	0	1	1	1	1	1	1	2	0	1	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
MINNESOTA SCHOOL AFFECT ASSESSMENT - FORM CL Non-Mastery (MSTP)	0	0	1	0	0	0	0	0	1	0	1	1	0	1	1	1	1	1	1	2	0	1	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
MINNESOTA SCHOOL AFFECT ASSESSMENT - FORM CL School Personnel (MSTP)	0	0	2	0	0	0	0	0	2	0	1	1	0	1	1	1	1	1	1	2	0	1	2	0	0	0	0	0	1	1	0	0	[illegible]	0	0	0	P F P P
MINNESOTA SCHOOL AFFECT ASSESSMENT - FORM CL Vocational Relevance (MSTP)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	1	1	1	1	1	2	0	1	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
MINNESOTA SCHOOL AFFECT ASSESSMENT - FORM CU Academic Set (MSTP)	0	1	2	0	0	0	0	0	2	0	1	1	0	1	0	1	0	1	1	2	0	0	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
MINNESOTA SCHOOL AFFECT ASSESSMENT - FORM CU Behavioral Constraint (MSTP)	0	0	1	0	0	0	0	0	[illegible]	0	1	1	0	1	0	1	0	1	1	2	0	0	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
MINNESOTA SCHOOL AFFECT ASSESSMENT - FORM CU General School Interest (MSTP)	0	1	2	0	0	0	0	0	2	0	1	1	0	1	0	1	0	1	1	2	0	0	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
MINNESOTA SCHOOL AFFECT ASSESSMENT - FORM CU Intrinsic Motivation (MSTP)	0	1	2	0	0	0	0	0	2	0	1	1	0	1	0	1	0	1	1	2	0	0	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
MINNESOTA SCHOOL AFFECT ASSESSMENT - FORM CU Marking Basis (MSTP)	0	0	1	0	0	0	0	0	1	0	1	1	0	1	0	1	0	1	1	2	0	0	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P P P P
MINNESOTA SCHOOL AFFECT ASSESSMENT - FORM CU Non-Communication (MSTP)	0	0	1	0	0	0	0	0	2	0	1	1	0	1	0	1	0	1	1	2	0	0	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
MINNESOTA SCHOOL AFFECT ASSESSMENT - FORM CU Non-Mastery (MSTP)	0	0	1	0	0	0	0	0	2	0	1	1	0	1	0	1	0	1	1	2	0	0	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
MINNESOTA SCHOOL AFFECT ASSESSMENT - FORM CU School Personnel (MSTP)	0	0	2	0	0	0	0	0	2	0	1	1	0	1	0	1	0	1	1	2	0	0	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P

ELEMENTARY GOAL

TEST NAME

ELEMENTARY GOAL / TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
MINNESOTA SCHOOL AFFECT ASSESSMENT - FORM CU Vocational Relevance (MSTP)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	0	1	0	1	1	2	0	0	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P P P P
POLITTE SENTENCE COMPLETION TEST (PEI)	0	1	0	0	0	0	0	0	2	0	1	1	0	0	0	0	1	1	1	2	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
PRIMARY SELF-CONCEPT INVENTORY Intellectual-Self Domain (LCI)	0	1	1	0	0	0	0	0	1	0	1	1	0	1	0	1	1	1	2	2	1	1	1	1	1	1	0	0	0	1	0	0	0	0	0	0	P F F P
PRIMARY SELF-CONCEPT SCALE Intellectual Self Image (DCBBE)	1	0	1	0	0	0	0	0	2	0	1	1	1	0	0	0	1	1	2	2	1	1	0	0	0	0	0	0	1	1	0	0	0	1	0	0	P F P P
SCHOOL APPERCEPTION METHOD (SPC)	2	1	1	0	0	0	0	0	1	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	P F P P
SCHOOL ATTITUDE SURVEY About Me And My Classroom (AP)	2	1	2	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	2	2	1	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
SCHOOL ATTITUDE SURVEY About The Teacher And Me (AP)	2	1	2	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	2	2	1	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
SCHOOL ATTITUDE SURVEY About The Things We Learn (AP)	2	1	2	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	2	2	1	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
SCHOOL ATTITUDE TEST (LCI)	2	2	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	1	1	0	0	0	0	1	1	0	0	0	1	0	0	P G F P
SCHOOL ATTITUDE TEST - ORAL VERSION (LCI)	1	2	2	0	0	0	0	1	1	0	1	0	1	1	1	0	0	1	2	1	1	1	1	1	0	0	0	0	1	1	0	0	0	1	0	0	P F P P
STANDARD READING INVENTORY SRI Check List of Reading Habits Security (BERS)	0	0	1	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
STS JUNIOR INVENTORY About Me And My School (STS)	3	2	1	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	1	2	1	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	P G P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Learning Affect (DCH)	1	0	1	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Learning Outcome (DCH)	1	0	1	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TPSC SCALE School (SPS)	1	1	2	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	2	1	1	1	0	1	1	0	0	1	1	0	0	0	1	0	0	P F F P
TPSC SCALE Teachers (SPS)	1	0	2	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	2	1	1	1	0	1	1	0	0	1	1	0	0	0	1	0	0	P F F P
3B. Self-Esteem																																					
BARCLAY CLASSROOM CLIMATE INVENTORY Self-Competency Self Artistic-Intellectual (ESD)	1	0	1	0	0	0	0	1	2	0	1	0	0	0	1	1	1	1	2	2	1	0	2	0	1	1	0	0	1	2	0	0	0	0	0	0	P F F P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-2	0-2	G F P
BARCLAY CLASSROOM CLIMATE INVENTORY Self-Competency Self Enterprising (ESD)	1	0	1	0	0	0	0	1	2	0	1	0	0	0	1	1	1	1	2	2	1	0	2	0	1	1	0	0	1	2	0	0	0	0	0	0	P F F P
BARCLAY CLASSROOM CLIMATE INVENTORY Self-Competency Self Realistic-Outdoor (ESD)	1	0	1	0	0	0	0	1	2	0	1	0	0	0	1	1	1	1	2	2	1	0	2	0	1	1	0	0	1	2	0	0	0	0	0	0	P F F P
BARCLAY CLASSROOM CLIMATE INVENTORY Self-Competency Self Social-Conventional (ESD)	1	0	1	0	0	0	0	1	2	0	1	0	0	0	1	1	1	1	2	2	1	0	2	0	1	1	0	0	1	2	0	0	0	0	0	0	P F F P
BARCLAY CLASSROOM CLIMATE INVENTORY Self-Competency Self Total (ESD)	1	1	1	0	0	0	0	1	2	0	1	0	0	0	1	1	1	1	2	2	1	0	2	0	1	1	0	0	1	2	1	0	0	0	0	0	P F F P
CALIFORNIA TEST OF PERSONALITY - ELEMENTARY Personal Adjustment Feeling of Belonging (CTB)	2	1	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	0	1	1	0	0	0	1	0	0	P G F P
CALIFORNIA TEST OF PERSONALITY - ELEMENTARY Personal Adjustment Sense of Personal Worth (CTB)	2	1	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	0	1	1	0	0	0	1	0	0	P G F P
CALIFORNIA TEST OF PERSONALITY - ELEMENTARY Personal Adjustment Total (CTB)	2	2	0	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	0	1	1	0	0	0	1	0	0	P G F P
CALIFORNIA TEST OF PERSONALITY - ELEMENTARY Social Adjustment Family Relations (CTB)	2	1	1	0	0	0	0	1	1	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	0	1	1	0	0	0	1	0	0	P G F P
CALIFORNIA TEST OF PERSONALITY - PRIMARY Personal Adjustment Feeling of Belonging (CTB)	2	1	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	0	1	1	0	0	0	1	0	0	P G F P
CALIFORNIA TEST OF PERSONALITY - PRIMARY Personal Adjustment Sense of Personal Worth (CTB)	2	1	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	0	1	1	0	0	0	1	0	0	P G F P
CALIFORNIA TEST OF PERSONALITY - PRIMARY Personal Adjustment Total (CTB)	2	2	0	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	0	1	1	0	0	0	1	0	0	P G F P
CALIFORNIA TEST OF PERSONALITY - PRIMARY Social Adjustment Family Relations (CTB)	2	1	1	0	0	0	0	1	1	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	0	1	1	0	0	0	1	0	0	P G F P
CHILDREN'S SELF-CONCEPTION TEST Corrected Raw Score (MBC)	0	0	2	0	0	0	0	1	0	0	1	1	0	0	1	0	0	1	0	2	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
CHILDREN'S SELF-CONCEPTION TEST Self Acceptance Score (MBC)	0	0	1	0	0	0	0	1	0	0	1	1	0	0	1	0	0	1	0	2	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
CHILDREN'S SELF-CONCEPTION TEST Self Rejection Score (MBC)	0	0	1	0	0	0	0	1	0	0	1	1	0	0	1	0	0	1	0	2	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
EARLY SCHOOL PERSONALITY QUESTIONNAIRE Affected by Feelings vs. Emotionally Stable (IPAT)	1	1	1	0	0	0	0	0	2	0	1	1	1	1	1	0	1	1	2	1	1	0	2	1	0	1	0	0	1	1	0	0	0	0	1	1	P F F P
EARLY SCHOOL PERSONALITY QUESTIONNAIRE Shy vs. Venturesome (IPAT)	1	1	1	0	0	0	0	0	2	0	1	1	1	1	1	0	1	1	2	1	1	0	2	1	0	1	0	0	1	1	0	0	0	0	1	1	P F F P
EARLY SCHOOL PERSONALITY QUESTIONNAIRE Sober vs. Enthusiastic (IPAT)	1	0	1	0	0	0	0	0	2	0	1	1	1	1	1	0	1	1	2	1	1	0	2	1	0	1	0	0	1	1	0	0	0	0	1	1	P F F P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range	0-3	0-2	0-2	0-2	0-2	0-3	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-F-P
HAND TEST Exhibition (WPS)	1	0	1	0	0	0	0	0	2	0	1	1	0	0	1	0	1	1	1	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
HOW I SEE MYSELF - ELEMENTARY FORM Academic Adequacy (IJG)	3	1	2	0	0	0	0	0	2	0	1	1	0	1	0	1	0	1	1	2	1	1	1	1	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
HOW I SEE MYSELF - ELEMENTARY FORM Autonomy (IJG)	3	1	2	0	0	0	0	0	1	0	1	1	0	1	0	1	0	[illegible]	1	2	1	1	1	1	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
HOW I SEE MYSELF - ELEMENTARY FORM Boy-Social (IJG)	3	1	2	0	0	0	0	0	2	0	1	1	0	1	0	1	0	1	1	2	1	1	1	1	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
HOW I SEE MYSELF - ELEMENTARY FORM Girl-Social (IJG)	3	1	2	0	0	0	0	0	2	0	1	1	0	1	0	1	0	1	1	2	1	1	1	1	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
HOW I SEE MYSELF - ELEMENTARY FORM Interpersonal Adequacy (IJG)	3	1	2	0	0	0	0	0	2	0	1	1	0	1	0	1	0	1	1	2	1	1	1	1	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
HOW I SEE MYSELF - ELEMENTARY FORM Physical Appearance (IJG)	3	1	2	0	0	0	0	0	1	0	1	1	0	1	0	1	0	1	1	2	1	1	1	[illegible]	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
KAHN TEST OF SYMBOL ARRANGEMENT Recall Final Estimate (PTS)	1	0	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
KAHN TEST OF SYMBOL ARRANGEMENT Recall Initial Estimate (PTS)	1	0	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
MAC B PERSONAL COMPETENCE INVENTORY Self Perception Index (JAB)	1	1	1	0	1	0	0	0	2	0	1	1	1	1	0	0	1	1	2	2	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
MINNESOTA SCHOOL AFFECT ASSESSMENT - FORM CL Academic Support (MSTP)	0	1	1	0	0	0	0	0	2	0	1	1	0	1	1	1	1	1	1	2	0	1	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
MINNESOTA SCHOOL AFFECT ASSESSMENT - FORM CL Acceptance (MSTP)	0	1	2	0	0	0	0	0	2	0	1	1	0	1	1	1	1	1	1	2	0	1	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
MINNESOTA SCHOOL AFFECT ASSESSMENT - FORM CL Confrontation Anxiety (MSTP)	0	1	1	0	0	0	0	0	1	0	1	1	0	1	1	1	1	1	1	2	0	1	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
MINNESOTA SCHOOL AFFECT ASSESSMENT - FORM CL Failure Anxiety (MSTP)	0	0	2	0	0	0	0	0	2	0	1	1	0	1	1	1	1	1	1	2	0	1	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
MINNESOTA SCHOOL AFFECT ASSESSMENT - FORM CL General Security (MSTP)	0	1	1	0	0	0	0	0	1	0	1	1	0	1	1	1	1	1	1	2	0	1	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
MINNESOTA SCHOOL AFFECT ASSESSMENT - FORM CL Marking Irrelevance (MSTP)	0	0	1	0	0	0	0	0	1	0	1	1	0	1	1	1	1	1	1	2	0	1	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P [illegible] P P
MINNESOTA SCHOOL AFFECT ASSESSMENT - FORM CL Personal Support (MSTP)	0	0	2	0	0	0	0	0	1	0	1	1	0	1	1	1	1	1	1	2	0	1	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
MINNESOTA SCHOOL AFFECT ASSESSMENT - FORM CL Personal Worth as Student (MSTP)	0	1	2	0	0	0	0	0	2	0	1	1	0	1	1	1	1	1	1	2	0	1	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent / Factorial	Experimental/ Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustrative & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-3	0-3	0-1	0-2	0-2	G-F-P
MINNESOTA SCHOOL AFFECT ASSESSMENT - FORM CU Academic Support (MSTP)	0	1	1	0	0	0	0	0	2	0	1	1	0	1	0	1	0	1	1	2	0	0	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
MINNESOTA SCHOOL AFFECT ASSESSMENT - FORM CU Acceptance (MSTP)	0	1	2	0	0	0	0	0	2	0	1	1	0	1	0	1	0	1	1	2	0	0	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
MINNESOTA SCHOOL AFFECT ASSESSMENT - FORM CU Confrontation Anxiety (MSTP)	0	1	1	0	0	0	0	0	2	0	1	1	0	1	0	1	0	1	1	2	0	0	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
MINNESOTA SCHOOL AFFECT ASSESSMENT - FORM CU Failure Anxiety (MSTP)	0	0	2	0	0	0	0	0	2	0	1	1	0	1	0	1	0	1	1	2	0	0	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
MINNESOTA SCHOOL AFFECT ASSESSMENT - FORM CU General Security (MSTP)	0	1	1	0	0	0	0	0	2	0	1	1	0	1	0	1	0	1	1	2	0	0	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
MINNESOTA SCHOOL AFFECT ASSESSMENT - FORM CU Marking Irrelevance (MSTP)	0	0	1	0	0	0	0	0	1	0	1	1	0	1	0	1	0	1	1	2	0	0	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P P P P
MINNESOTA SCHOOL AFFECT ASSESSMENT - FORM CU Personal Support (MSTP)	0	0	2	0	0	0	0	0	2	0	1	1	0	1	0	1	0	1	1	2	0	0	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
MINNESOTA SCHOOL AFFECT ASSESSMENT - FORM CU Personal Worth as Student (MSTP)	0	1	2	0	0	0	0	0	2	0	1	1	0	1	0	1	0	1	1	2	0	0	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
MY SELF CHECKLIST (FP)	0	2	1	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	2	2	1	1	0	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
PERSONAL ADJUSTMENT INVENTORY - FOR BOYS Personal Inferiority (APR)	0	1	1	0	0	0	0	0	0	0	1	1	1	0	0	1	1	1	1	1	1	0	1	0	0	1	0	0	1	0	0	0	0	1	0	0	P P P P
PERSONAL ADJUSTMENT INVENTORY - FOR GIRLS Personal Inferiority (APR)	0	1	1	0	0	0	0	0	0	0	1	1	1	0	0	1	1	1	1	1	1	0	1	0	0	1	0	0	1	0	0	0	0	1	0	0	P P P P
PIERS-HARRIS CHILDREN'S SELF CONCEPT SCALE (CRT)	2	2	2	0	0	1	0	1	2	0	1	1	1	0	0	1	1	1	2	2	1	1	2	1	1	1	0	0	0	0	0	2	0	1	0	0	P F F P
PRIMARY SELF-CONCEPT SCALE Adult Acceptance/Rejection (DCBBE)	1	0	2	0	0	0	0	0	1	0	1	1	1	0	0	0	1	1	2	2	1	1	0	0	0	0	0	0	1	1	0	0	0	1	0	0	P F P P
PRIMARY SELF-CONCEPT SCALE Physiological Self (DCBBE)	1	0	0	0	0	0	0	0	2	0	1	1	1	0	0	0	1	1	2	2	1	1	0	0	0	0	0	0	1	1	0	0	0	1	0	0	P F P P
PRIMARY SELF-CONCEPT SCALE Success/Non-Success (DCBBE)	1	0	2	0	0	0	0	0	2	0	1	1	1	0	0	0	1	1	2	2	1	1	0	0	0	0	0	0	1	1	0	0	0	1	0	0	P F P P
SELF-CONCEPT ADJECTIVE CHECKLIST (PEI)	1	2	1	0	0	0	0	0	1	0	1	1	0	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	P F P P
SELF-CONCEPT AND MOTIVATION INVENTORY (WHAT FACE WOULD YOU WEAR?) - EARLY ELEMENTARY FORM Role Expectations (POM)	0	1	1	0	0	0	0	0	1	0	0	0	1	1	1	1	1	1	2	2	1	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
SELF-CONCEPT AND MOTIVATION INVENTORY (WHAT FACE WOULD YOU WEAR?) - EARLY ELEMENTARY FORM Self Adequacy (POM)	0	1	1	0	0	0	0	0	1	0	0	0	1	1	1	1	1	1	2	2	1	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent / Factorial	Experimental/ Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range	0-3	0-2	0-2	0-3	0-2	0-3	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-3	0-3	0-1	0-2	0-2	G/F-P
SELF-CONCEPT AND MOTIVATION INVENTORY (WHAT FACE WOULD YOU WEAR?) - LATER ELEMENTARY FORM Role Expectations (FOM)	0	1	1	0	0	0	0	0	1	0	1	1	1	1	1	1	1	1	2	2	1	1	1	0	1	1	0	[illegible]	1	1	0	0	0	0	0	1	P F F P
SELF-PERCEPTION INVENTORY - STUDENT FORMS Form SC - S (LMS)	1	1	1	0	0	0	0	1	1	1	1	0	0	0	0	0	1	1	1	2	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
SELF-PERCEPTION INVENTORY - STUDENT FORMS Ideal Concept (LMS)	1	2	1	0	0	0	0	1	1	0	1	0	0	0	0	0	1	1	1	2	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
SELF-PERCEPTION INVENTORY - STUDENT FORMS Reflected Self - Classmates (LMS)	1	2	1	0	0	0	0	1	1	0	1	0	0	0	0	0	1	1	1	2	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
SELF-PERCEPTION INVENTORY - STUDENT FORMS Reflected Self - Parents (LMS)	1	2	1	0	0	0	0	1	1	0	1	0	0	0	0	0	1	1	1	2	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
SELF-PERCEPTION INVENTORY - STUDENT FORMS Reflected Self - Teachers (LMS)	1	2	1	0	0	0	0	1	1	0	1	0	0	0	0	0	1	1	1	2	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
SELF-PERCEPTION INVENTORY - STUDENT FORMS Self Concept (LMS)	1	2	1	0	0	0	0	1	1	0	1	0	0	0	0	0	1	1	1	2	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
SELF-PERCEPTION INVENTORY - STUDENT FORMS Total Discrepancy Score (LMS)	1	1	1	0	0	0	0	1	1	0	1	0	0	0	0	0	1	1	1	2	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
SELF-PROFILE Q-SORT (PEP)	0	1	1	0	0	0	0	0	1	0	1	0	0	0	0	1	0	1	2	2	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
STS JUNIOR INVENTORY About Myself (STS)	3	1	1	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	1	2	1	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	P G P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Self-Concept Affect (DCH)	1	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Self-Concept Motivation (DCH)	1	1	1	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Self-Concept Outcome (DCH)	1	0	1	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TEACHER'S TRUST RATING SCALE Trustworthiness (SCI)	0	1	2	0	0	0	0	0	2	0	1	1	0	0	0	0	1	1	1	0	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
THOMAS SELF-CONCEPT VALUES TEST Self-as-Object Score - Mother (AMP)	1	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	1	1	0	1	1	0	1	0	0	0	0	0	0	0	P F P P
THOMAS SELF-CONCEPT VALUES TEST Self-as-Object Score - Peer (AMP)	1	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	1	1	0	1	1	0	1	0	0	0	0	0	0	0	P F P P
THOMAS SELF-CONCEPT VALUES TEST Self-as-Object Score - Teacher (AMP)	1	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	1	1	0	1	1	0	1	0	0	0	0	0	0	0	P F P P
THOMAS SELF-CONCEPT VALUES TEST Self-as-Subject Score (AMP)	1	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	1	1	0	1	1	0	1	0	0	0	0	0	0	0	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evolutional				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Reports	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range	0-2	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-3	0-3	0-1	0-2	0-2	[illegible]
THOMAS SELF-CONCEPT VALUES TEST Total Self Concept Score (AMP)	1	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	1	1	0	1	1	0	1	0	0	0	0	0	0	0	P F P P
THOMAS SELF-CONCEPT VALUES TEST Value Scores Ability (AMP)	1	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	2	1	0	1	1	0	1	0	0	0	0	0	0	0	P F F P
THOMAS SELF-CONCEPT VALUES TEST Value Scores Attractiveness (AMP)	1	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	2	1	0	1	1	0	1	0	0	0	0	0	0	0	P F F P
THOMAS SELF-CONCEPT VALUES TEST Value Scores Cleanliness (AMP)	1	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	2	1	0	1	1	0	1	0	0	0	0	0	0	0	P F F P
THOMAS SELF-CONCEPT VALUES TEST Value Scores Fear People (AMP)	1	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	2	1	0	1	1	0	1	0	0	0	0	0	0	0	P F F P
THOMAS SELF-CONCEPT VALUES TEST Value Scores Fear Things (AMP)	1	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	2	1	0	1	1	0	1	0	0	0	0	0	0	0	P F F P
THOMAS SELF-CONCEPT VALUES TEST Value Scores Happiness (AMP)	1	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	2	1	0	1	1	0	1	0	0	0	0	0	0	0	P F F P
THOMAS SELF-CONCEPT VALUES TEST Value Scores Health (AMP)	1	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	2	1	0	1	1	0	1	0	0	0	0	0	0	0	P F F P
THOMAS SELF-CONCEPT VALUES TEST Value Scores Independence (AMP)	1	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	2	1	0	1	1	0	1	0	0	0	0	0	0	0	P F F P
THOMAS SELF-CONCEPT VALUES TEST Value Scores Male Acceptance (AMP)	1	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	2	1	0	1	1	0	1	0	0	0	0	0	0	0	P F F P
THOMAS SELF-CONCEPT VALUES TEST Value Scores Material (AMP)	1	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	2	1	0	1	1	0	1	0	0	0	0	0	0	0	P F F P
THOMAS SELF-CONCEPT VALUES TEST Value Scores Sharing (AMP)	1	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	2	1	0	1	1	0	1	0	0	0	0	0	0	0	P F F P
THOMAS SELF-CONCEPT VALUES TEST Value Scores Size (AMP)	1	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	2	1	0	1	1	0	1	0	0	0	0	0	0	0	P F F P
THOMAS SELF-CONCEPT VALUES TEST Value Scores Sociability (AMP)	1	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	2	1	0	1	1	0	1	0	0	0	0	0	0	0	P F F P
THOMAS SELF-CONCEPT VALUES TEST Value Scores Strength (AMP)	1	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	2	1	0	1	1	0	1	0	0	0	0	0	0	0	P F F P
SC. Achievement Motivation																																					
AAMD ADAPTIVE BEHAVIOR SCALE Self-Direction (AAMD)	2	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	1	1	1	1	0	1	1	0	1	1	0	0	0	0	1	1	P G F P
BARCLAY CLASSROOM CLIMATE INVENTORY Achievement-Motivation (ESD)	0	1	2	0	0	0	0	0	1	0	0	0	0	0	0	1	1	1	1	0	1	0	2	0	1	1	0	0	1	1	0	0	0	0	0	0	P P P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Educational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-3	0-2	0-1	0-2	0-2	[illegible]
BARCLAY CLASSROOM CLIMATE INVENTORY Control-Stability (ESD)	0	0	1	0	0	0	0	0	1	0	0	0	0	0	0	1	1	1	1	0	1	0	2	0	1	1	0	0	1	1	0	0	0	0	0	0	P P P P
BARCLAY CLASSROOM CLIMATE INVENTORY Group Group Artistic-Intellectual (ESD)	1	0	0	0	0	1	0	1	0	0	1	0	0	0	0	1	0	1	1	2	1	0	2	0	1	1	0	0	1	2	1	0	0	0	0	0	P P F P
BARCLAY CLASSROOM CLIMATE INVENTORY Group Group Enterprising (ESD)	1	0	0	0	0	0	0	1	0	0	1	0	0	0	0	1	0	1	1	2	1	0	2	0	1	1	0	0	1	2	1	0	0	0	0	0	P P F P
BARCLAY CLASSROOM CLIMATE INVENTORY Group Group Total (ESD)	1	0	0	0	0	0	0	1	0	0	1	0	0	0	0	1	0	1	1	2	1	0	2	0	1	1	0	0	1	2	1	0	0	0	0	0	P P F P
BARCLAY CLASSROOM CLIMATE INVENTORY Teacher Rating Scales Effort and Motivation (ESD)	0	1	1	0	0	0	0	0	2	0	0	1	1	0	1	1	1	1	2	0	1	1	2	0	1	1	0	0	1	0	0	0	0	0	0	0	P F P P
BEHAVIOR RATING SCALE (LRDC)	1	0	0	0	0	0	0	0	1	0	1	1	1	0	1	1	0	1	1	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
BRISTOL SOCIAL-ADJUSTMENT GUIDES - I AND 2 The Child in School Depression (EITS)	2	1	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	1	1	0	1	1	1	0	0	0	0	0	0	0	0	0	P F P P
BRISTOL SOCIAL-ADJUSTMENT GUIDES - THE CHILD IN RESIDENTIAL CARE Depression (NFER)	0	1	1	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
BURKS' BEHAVIOR RATING SCALES Poor Attention (AP)	2	1	2	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	1	[illegible]	1	1	1	1	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
BURKS' BEHAVIOR RATING SCALES Poor Ego Strength (AP)	2	1	1	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	0	1	1	1	1	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
CREATIVITY ATTITUDE SURVEY (PEI)	2	1	1	0	2	0	0	1	1	0	1	1	1	0	1	0	1	1	2	2	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DEVEREUX ELEMENTARY SCHOOL BEHAVIOR RATING SCALE Additional Items Quits (DFP)	1	0	2	0	0	0	0	0	2	0	1	1	0	0	0	1	0	1	1	0	1	1	0	1	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
DEVEREUX ELEMENTARY SCHOOL BEHAVIOR RATING SCALE Additional Items Slow Work (DFP)	1	0	2	0	0	0	0	0	2	0	1	1	0	0	0	1	0	1	1	0	1	1	0	1	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
HAND TEST Acquisition (WPS)	1	0	1	0	0	0	0	0	2	0	1	1	0	0	1	0	1	1	1	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
HAND TEST Active (WPS)	1	0	1	0	0	0	0	0	2	0	1	1	0	0	1	0	1	1	1	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
HAND TEST Environmental (WPS)	1	0	1	0	0	0	0	0	2	0	1	1	0	0	1	0	1	1	1	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
HAND TEST Passive (WPS)	1	0	1	0	0	0	0	0	2	0	1	1	0	0	1	0	1	1	1	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
LIFE-SPACE SURVEY (ATP)	0	1	1	0	0	0	0	1	1	0	1	1	0	0	1	1	1	1	1	2	1	1	0	1	0	0	0	0	1	1	0	0	0	1	0	0	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
LOUISVILLE BEHAVIOR CHECK LIST - FORM E2 Academic Disability (CPRC)	1	0	1	0	0	0	0	0	0	1	0	1	0	0	0	1	1	1	2	0	0	1	1	0	1	1	0	0	0	0	0	0	0	0	0	0	P P P P
LOUISVILLE BEHAVIOR CHECK LIST - FORM E2 Learning Disability Total (CPRC)	1	0	1	0	0	0	0	0	0	1	0	1	0	0	0	1	1	1	2	0	0	1	1	0	1	1	0	0	0	0	0	0	0	0	0	0	P P P P
MINNESOTA SCHOOL AFFECT ASSESSMENT - FORM CL Competition (MSTP)	0	0	2	0	0	0	0	0	2	0	1	1	0	1	1	1	1	1	1	2	0	1	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
MINNESOTA SCHOOL AFFECT ASSESSMENT - FORM CL Need for Direction (MSTP)	0	0	1	0	0	0	0	0	1	0	1	1	0	1	1	1	1	1	1	2	0	1	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
MINNESOTA SCHOOL AFFECT ASSESSMENT - FORM CL Perseverance (MSTP)	0	0	2	0	0	0	0	0	2	0	1	1	0	1	1	1	1	1	1	2	0	1	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
MINNESOTA SCHOOL AFFECT ASSESSMENT - FORM CU Academic Press (MSTP)	0	0	1	0	0	0	0	0	2	0	1	1	0	1	0	1	0	1	1	2	0	0	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
MINNESOTA SCHOOL AFFECT ASSESSMENT - FORM CU Competition (MSTP)	0	0	2	0	0	0	0	0	2	0	1	1	0	1	0	1	0	1	1	2	0	0	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
MINNESOTA SCHOOL AFFECT ASSESSMENT - FORM CU Need for Direction (MSTP)	0	0	1	0	0	0	0	0	2	0	1	1	0	1	0	1	0	1	1	2	0	0	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
MINNESOTA SCHOOL AFFECT ASSESSMENT - FORM CU Perseverance (MSTP)	0	0	2	0	0	0	0	0	2	0	1	1	0	1	0	1	0	1	1	2	0	0	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
NEALE ANALYSIS OF READING ABILITY Qualitative Assessment Personal Characteristics (NFER)	0	0	1	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	0	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
PERSONALITY RATING SCALE Pep (ETSA)	1	0	2	0	0	0	0	1	0	0	1	1	1	1	1	1	0	1	0	2	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
PERSONALITY RATING SCALE Persistence (ETSA)	1	0	2	0	0	0	0	1	2	0	1	1	1	1	1	1	0	1	0	2	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
PRIMARY SCHOOL BEHAVIOR Q-SORT Cognitively Mature vs. Cognitively Immature (PARP)	3	1	1	0	0	0	0	0	1	0	1	1	1	0	0	1	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
PRIMARY SCHOOL BEHAVIOR Q-SORT Self-Actualizing vs. Stasis Seeking Behavior (PARP)	3	1	1	0	0	0	0	0	2	0	1	1	1	0	0	1	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
Q-TAGS TEST OF PERSONALITY - FORM H Assertive (IPR)	2	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	0	0	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
Q-TAGS TEST OF PERSONALITY - FORM H Effective (IPR)	2	1	1	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	0	0	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
Q-TAGS TEST OF PERSONALITY - FORM S Assertive (IPR)	2	1	2	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	0	0	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
Q-TAGS TEST OF PERSONALITY - FORM S Effective (IPR)	2	1	1	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	0	0	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-3	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-2	0-2	G-F-P
SELF-CONCEPT AND MOTIVATION INVENTORY (WHAT FACE WOULD YOU WEAR?) - EARLY ELEMENTARY FORM Achievement Needs (POM)	0	1	2	0	0	0	0	0	1	0	0	0	1	1	1	1	1	1	2	2	1	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
SELF-CONCEPT AND MOTIVATION INVENTORY (WHAT FACE WOULD YOU WEAR?) - LATER ELEMENTARY FORM Achievement Needs (POM)	0	1	2	0	0	0	0	0	1	0	1	1	1	1	1	1	1	1	2	2	1	1	1	0	1	1	0	0	1	1	0	0	0	0	0	1	P F F P
SELF-CONCEPT AND MOTIVATION INVENTORY (WHAT FACE WOULD YOU WEAR?) - LATER ELEMENTARY FORM Sources of Support Climate (POM)	0	1	1	0	0	0	0	0	1	0	1	1	1	1	1	1	1	1	2	2	1	1	1	0	1	1	0	0	1	1	0	0	0	0	0	1	P F F P
SYMPTOMATOLOGY AND IDENTIFICATION OF A CHILD WITH LEARNING DISABILITIES Attention (PI)	0	0	1	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
SYMPTOMATOLOGY AND IDENTIFICATION OF A CHILD WITH LEARNING DISABILITIES Hypo-Active, Hypo-Kinetic (PI)	0	0	2	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Learning Motivation (DCH)	1	0	1	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Socialization Motivation (DCH)	1	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
3D. Interests																																					
BARCLAY CLASSROOM CLIMATE INVENTORY Behavioral Interest Reinforcers Conventional (ESD)	1	0	2	0	0	0	0	1	2	0	1	0	0	0	1	1	1	1	2	2	1	0	2	0	1	1	0	0	1	2	0	0	0	0	0	0	P F F P
BARCLAY CLASSROOM CLIMATE INVENTORY Behavioral Interest Reinforcers Esthetic (ESD)	1	0	2	0	0	0	0	1	2	0	1	0	0	0	1	1	1	1	2	2	1	0	2	0	1	1	0	0	1	2	0	0	0	0	0	0	P F F P
BARCLAY CLASSROOM CLIMATE INVENTORY Behavioral Interest Reinforcers Peer Females (ESD)	1	0	2	0	0	0	0	1	2	0	1	0	0	0	1	1	1	1	2	2	1	0	2	0	1	1	0	0	1	2	0	0	0	0	0	0	P F F P
BARCLAY CLASSROOM CLIMATE INVENTORY Behavioral Interest Reinforcers Peer Male (ESD)	1	0	2	0	0	0	0	1	2	0	1	0	0	0	1	1	1	1	2	2	1	0	2	0	1	1	0	0	1	2	0	0	0	0	0	0	P F F P
BARCLAY CLASSROOM CLIMATE INVENTORY Behavioral Interest Reinforcers Self-Stimulating (ESD)	1	0	2	0	0	0	0	1	2	0	1	0	0	0	1	1	1	1	2	2	1	0	2	0	1	1	0	0	1	2	0	0	0	0	0	0	P F F P
BARCLAY CLASSROOM CLIMATE INVENTORY Classroom Climate Index (ESD)	1	0	2	0	0	0	0	1	2	0	1	0	0	0	1	1	1	1	2	2	1	0	2	0	1	1	0	0	1	2	0	0	0	0	0	0	P F F P
CALIFORNIA TEST OF PERSONALITY - ELEMENTARY Interests and Activities (CTB)	0	2	2	0	0	0	0	1	1	0	1	1	0	0	0	1	1	1	2	2	1	1	0	1	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
CHILDREN'S PERSONALITY QUESTIONNAIRE (WHAT YOU DO AND WHAT YOU THINK) Tough-Minded vs. Tender-Minded (IPAT)	2	0	2	1	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	0	2	1	1	1	0	0	0	0	0	0	0	1	0	2	P G F P
EARLY SCHOOL PERSONALITY QUESTIONNAIRE Obedient vs. Assertive (IPAT)	1	1	1	0	0	0	0	0	2	0	1	1	1	1	1	0	1	1	2	1	1	0	2	1	0	1	0	0	1	1	0	0	0	0	1	1	P F F P
EARLY SCHOOL PERSONALITY QUESTIONNAIRE Tough-Minded vs. Tender-Minded (IPAT)	1	0	1	0	0	0	0	0	2	0	1	1	1	1	1	0	1	1	2	1	1	0	2	1	0	1	0	0	1	1	0	0	0	0	1	1	P F F P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT					COMPREHENSION			INSTRUCTIONS			FORMAT					ADMINISTRATION					INTERPRETATION						RELIABILITY						
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational	CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence	POWER/SPEED TEST	RECORDING ANSWERS	Testing Group Size	Administrator	Time	EASE OF SCORING	QUALITY OF MANUAL	Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter	CAN DECISIONS BE MADE?	Test — Retest	Internal Consistency	Alternate Form	REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-P
EDUCATIONAL DEVELOPMENT SERIES - ELEMENTARY LEVEL My School Plans (STS)	1	0	2	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	1	2	1	0	0	0	0	1	1	0	0	0	0	0	0	P G F P
GESELL DEVELOPMENTAL KIT Home and School Preferences (WPS)	0	1	2	0	1	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
GILLILAND LEARNING POTENTIAL EXAMINATION Interest Area (MRP)	0	0	2	0	0	0	0	0	1	0	0	1	0	0	0	0	0	1	2	2	1	1	1	0	1	0	1	0	1	0	0	0	0	0	0	0	P P F P
INTEREST INVENTORY FOR ELEMENTARY GRADES Activities (CPS)	1	2	1	0	0	0	0	1	1	0	1	1	0	0	0	1	1	1	1	2	1	1	1	0	0	0	0	0	1	0	0	0	0	1	0	0	P F P P
INTEREST INVENTORY FOR ELEMENTARY GRADES Games and Toys (CPS)	1	1	2	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	2	1	1	1	0	0	0	0	0	1	0	0	0	0	1	0	0	P F P P
INTEREST INVENTORY FOR ELEMENTARY GRADES Hobbies (CPS)	1	1	1	0	0	0	0	1	1	0	1	1	1	1	0	1	1	1	1	2	1	1	1	0	0	0	0	0	1	0	0	0	0	1	0	0	P F P P
INTEREST INVENTORY FOR ELEMENTARY GRADES Movies (CPS)	1	0	2	0	0	0	0	1	1	0	1	1	1	1	0	1	1	1	1	2	1	1	1	0	0	0	0	0	1	0	0	0	0	1	0	0	P F P P
INTEREST INVENTORY FOR ELEMENTARY GRADES Radio (CPS)	1	0	2	0	0	0	0	1	1	0	1	1	1	1	0	1	1	1	1	2	1	1	1	0	0	0	0	0	1	0	0	0	0	1	0	0	P F P P
INTEREST INVENTORY FOR ELEMENTARY GRADES Things to Own (CPS)	1	1	1	0	0	0	0	1	1	0	1	1	1	1	0	1	1	1	1	2	1	1	1	0	0	0	0	0	1	0	0	0	0	1	0	0	P F P P
PERSONALITY RATING SCALE Interests (ETSA)	1	1	2	0	0	0	0	1	2	0	1	1	1	1	1	1	0	1	0	2	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
QUICK SCREENING SCALE OF MENTAL DEVELOPMENT Play Interests (PA)	1	0	1	0	0	0	0	0	2	0	1	1	0	0	0	0	1	1	2	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	P F P P
STS JUNIOR INVENTORY Things in General (STS)	3	1	1	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	1	2	1	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	P G P P
WHAT I LIKE TO DO Home Arts (SRA)	1	1	1	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	0	2	1	1	0	0	1	1	2	0	3	0	1	1	1	P G F P
WHAT I LIKE TO DO Manual Arts (SRA)	1	1	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	0	2	1	1	0	0	1	1	2	0	3	0	1	1	1	P G F P
WHAT I LIKE TO DO Quiet Play (SRA)	1	1	1	0	0	0	0	1	1	0	1	1	1	1	1	1	1	1	2	2	1	0	2	1	1	0	0	1	1	2	0	2	0	1	1	1	P G F P
MINNESOTA SCHOOL AFFECT ASSESSMENT - FORM CL Academic Press (MSTP)	0	0	1	0	0	0	0	0	2	0	1	1	0	1	1	1	1	1	1	2	0	1	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
ARTS AND CRAFTS																																					
4. VALUING ART																																					

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-F-P
4A. Appreciation of Art																																					
4B. Internalization of Art																																					
EDUCATIONAL DEVELOPMENT SERIES - ELEMENTARY LEVEL My Favorite School Subjects Art (STS)	0	0	2	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	2	2	1	1	2	1	0	0	0	0	1	1	0	0	0	0	0	0	P F F P
EDUCATIONAL DEVELOPMENT SERIES - LOWER PRIMARY School Interests Art (STS)	0	0	2	0	0	0	0	1	1	0	1	1	1	1	0	1	1	1	1	2	1	1	2	0	0	0	0	0	1	0	0	0	0	1	0	0	P F P P
EDUCATIONAL DEVELOPMENT SERIES - UPPER PRIMARY School Interests Art (STS)	0	0	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	2	0	0	0	0	0	1	0	0	0	0	1	0	0	P G P P
MINNESOTA SCHOOL AFFECT ASSESSMENT - FORM CL Fine Arts (MSTP)	0	0	0	0	0	0	0	0	2	0	1	1	0	1	1	1	1	1	1	2	0	1	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
MINNESOTA SCHOOL AFFECT ASSESSMENT - FORM CU Fine Arts (MSTP)	0	0	0	0	0	0	0	0	2	0	1	1	0	1	0	1	0	1	1	2	0	0	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
WELSH FIGURE PREFERENCE TEST Barron-Welsh Art Scale (CPP)	1	0	2	0	0	0	0	1	2	0	1	0	0	0	1	1	1	1	0	2	1	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
WELSH FIGURE PREFERENCE TEST Children Scale (CPP)	1	0	2	0	0	0	0	1	2	0	1	0	0	0	1	1	1	1	0	2	1	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
WELSH FIGURE PREFERENCE TEST Conformance Score (CPP)	1	0	2	0	0	0	0	1	2	0	1	0	0	0	1	1	1	1	0	2	1	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
WELSH FIGURE PREFERENCE TEST Don't Like Score (CPP)	1	0	2	0	0	0	0	1	2	0	1	0	0	0	1	1	1	1	0	2	1	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
WELSH FIGURE PREFERENCE TEST Figure-Ground Scale (CPP)	1	0	2	0	0	0	0	1	2	0	1	0	0	0	1	1	1	1	0	2	1	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
WELSH FIGURE PREFERENCE TEST Male-Female Score (CPP)	1	0	2	0	0	0	0	1	2	0	1	0	0	0	1	1	1	1	0	2	1	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
WELSH FIGURE PREFERENCE TEST Neuropsychiatric Scale (CPP)	1	0	2	0	0	0	0	1	2	0	1	0	0	0	1	1	1	1	0	2	1	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
WELSH FIGURE PREFERENCE TEST Repeat Score (CPP)	1	0	2	0	0	0	0	1	2	0	1	0	0	0	1	1	1	1	0	2	1	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
WELSH FIGURE PREFERENCE TEST Revised Art Scale (CPP)	1	0	2	0	0	0	0	1	2	0	1	0	0	0	1	1	1	1	0	2	1	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
WELSH FIGURE PREFERENCE TEST Sex Symbol Scales Combined Male and Female Symbol Scale (CPP)	1	0	2	0	0	0	0	1	2	0	1	0	0	0	1	1	1	1	0	2	1	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
WELSH FIGURE PREFERENCE TEST Sex Symbol Scales Female Sex Symbol Scale (CPP)	1	0	2	0	0	0	0	1	2	0	1	0	0	0	1	1	1	1	0	2	1	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT					COMPREHENSION			INSTRUCTIONS			FORMAT					ADMINISTRATION					INTERPRETATION						RELIABILITY						
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational	CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence	POWER/SPEED TEST	RECORDING ANSWERS	Testing Group Size	Administrator	Time	EASE OF SCORING	QUALITY OF MANUAL	Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter	CAN DECISIONS BE MADE?	Test — Retest	Internal Consistency	Alternate Form	REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
Rating Range	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-3	0-3	0-1	0-3	0-2	[illegible]
WELSH FIGURE PREFERENCE TEST Sex Symbol Scales Male Sex Symbol Scale (CPP)	1	0	2	0	0	0	0	1	2	0	1	0	0	0	1	1	1	1	0	2	1	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	PFPP
WELSH FIGURE PREFERENCE TEST Sex Symbol Scales Neutral Symbol Scale (CPP)	1	0	2	0	0	0	0	1	2	0	1	0	0	0	1	1	1	1	0	2	1	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	PFPP
WELSH FIGURE PREFERENCE TEST Sex Symbol Scales XX Scale (CPP)	1	0	2	0	0	0	0	1	2	0	1	0	0	0	1	1	1	1	0	2	1	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	PFPP
WHAT I LIKE TO DO (SRA)	1	1	2	0	0	0	0	1	[illegible]	0	1	1	1	1	1	1	1	1	2	2	1	0	2	1	1	0	0	1	1	2	0	2	0	1	1	1	PGFP
5. PRODUCING ART																																					
5A. Representational Skill in Art																																					
GOODENOUGH-HARRIS DRAWING TEST Point Scale Average (HBJ)	2	0	2	0	0	0	0	1	2	2	1	1	0	0	1	1	1	1	2	2	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	0	PGPP
GOODENOUGH-HARRIS DRAWING TEST Point Scale Man (HBJ)	2	0	2	0	1	1	0	1	2	2	1	1	0	0	1	1	1	1	2	2	1	1	0	0	1	0	1	1	0	0	0	2	0	0	3	2	PGPP
GOODENOUGH-HARRIS DRAWING TEST Point Scale Self (HBJ)	2	0	2	0	0	0	0	1	2	0	1	1	0	0	1	1	1	1	2	2	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	PFPP
GOODENOUGH-HARRIS DRAWING TEST Point Scale Woman (HBJ)	2	0	2	0	0	0	0	1	2	2	1	1	0	0	1	1	1	1	2	2	1	1	0	0	1	0	1	1	0	0	0	0	0	0	3	2	PGPP
GOODENOUGH-HARRIS DRAWING TEST Quality Scale Average (HBJ)	2	0	2	0	0	0	0	1	2	2	1	1	1	0	1	1	1	1	2	2	1	1	0	0	1	0	1	1	0	0	0	0	0	0	0	0	PGPP
GOODENOUGH-HARRIS DRAWING TEST Quality Scale Man (HBJ)	2	0	2	0	0	0	0	1	2	2	1	1	1	0	1	1	1	1	2	2	1	1	0	0	1	0	1	1	0	0	0	0	0	0	3	2	PGPP
GOODENOUGH-HARRIS DRAWING TEST Quality Scale Woman (HBJ)	2	0	2	0	0	0	0	1	2	2	1	1	1	0	1	1	1	1	2	2	1	1	0	0	1	0	1	1	0	0	0	0	0	0	3	2	PGPP
THREE-DIMENSIONAL TEST FOR VISUALIZATION SKILL Level II Operational Imagery (ATP)	0	0	2	0	0	0	0	0	2	0	1	0	0	0	0	1	0	1	1	2	1	1	0	0	0	0	0	0	1	2	0	0	0	0	0	0	P[illegible]PP
5B. Expressive Skill in Art																																					
6. UNDERSTANDING ART																																					
6A. Art Analysis																																					
6B. Developmental Understanding of Art																																					

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Judgmental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustrations & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
CAREER EDUCATION																																					
7. CAREER VALUES AND UNDERSTANDING																																					
7A. Knowledge of Vocations and Careers																																					
COMPREHENSIVE CAREER ASSESSMENT SCALE Agribusiness and Natural Resources - Familiarity (LCI)	2	0	2	0	0	0	0	1	1	0	0	1	1	1	1	1	1	1	2	1	1	1	1	1	0	0	0	0	1	1	0	0	0	1	0	0	P F P P
COMPREHENSIVE CAREER ASSESSMENT SCALE Business and Office - Familiarity (LCI)	2	0	2	0	0	0	0	1	1	0	0	1	1	1	1	1	1	1	2	1	1	1	1	1	0	0	0	0	1	1	0	0	0	1	0	0	P F P P
COMPREHENSIVE CAREER ASSESSMENT SCALE Communications and Media - Familiarity (LCI)	2	0	2	0	0	0	0	1	1	0	0	1	1	1	1	1	1	1	2	1	1	1	1	1	0	0	0	0	1	1	0	0	0	1	0	0	P F P P
COMPREHENSIVE CAREER ASSESSMENT SCALE Construction - Familiarity (LCI)	2	0	2	0	0	0	0	1	1	0	0	1	1	1	1	1	1	1	2	1	1	1	1	1	0	0	0	0	1	1	0	0	0	1	0	0	P F P P
COMPREHENSIVE CAREER ASSESSMENT SCALE Consumer and Homemaking Education - Familiarity (LCI)	2	0	2	0	0	0	0	1	1	0	0	1	1	1	1	1	1	1	2	1	1	1	1	1	0	0	0	0	1	1	0	0	0	1	0	0	P F P P
COMPREHENSIVE CAREER ASSESSMENT SCALE Environment - Familiarity (LCI)	2	0	2	0	0	0	0	1	1	0	0	1	1	1	1	1	1	1	2	1	1	1	1	1	0	0	0	0	1	1	0	0	0	1	0	0	P F P P
COMPREHENSIVE CAREER ASSESSMENT SCALE Fine Arts and Humanities - Familiarity (LCI)	2	0	2	0	0	0	0	1	1	0	0	1	1	1	1	1	1	1	2	1	1	1	1	1	0	0	0	0	1	1	0	0	0	1	0	0	P F P P
COMPREHENSIVE CAREER ASSESSMENT SCALE Health - Familiarity (LCI)	2	0	2	0	0	0	0	1	1	0	0	1	1	1	1	1	1	1	2	1	1	1	1	1	0	0	0	0	1	1	0	0	0	1	0	0	P F P P
COMPREHENSIVE CAREER ASSESSMENT SCALE Hospitality and Recreation - Familiarity (LCI)	2	0	2	0	0	0	0	1	1	0	0	1	1	1	1	1	1	1	2	1	1	1	1	1	0	0	0	0	1	1	0	0	0	1	0	0	P F P P
COMPREHENSIVE CAREER ASSESSMENT SCALE Manufacturing - Familiarity (LCI)	2	0	2	0	0	0	0	1	1	0	0	1	1	1	1	1	1	1	2	1	1	1	1	1	0	0	0	0	1	1	0	0	0	1	0	0	P F P P
COMPREHENSIVE CAREER ASSESSMENT SCALE Marine Science - Familiarity (LCI)	2	0	2	0	0	0	0	1	1	0	0	1	1	1	1	1	1	1	2	1	1	1	1	1	0	0	0	0	1	1	0	0	0	1	0	0	P F P P
COMPREHENSIVE CAREER ASSESSMENT SCALE Marketing and Distribution - Familiarity (LCI)	2	0	2	0	0	0	0	1	1	0	0	1	1	1	1	1	1	1	2	1	1	1	1	1	0	0	0	0	1	1	0	0	0	1	0	0	P F P P
COMPREHENSIVE CAREER ASSESSMENT SCALE Personal Services - Familiarity (LCI)	2	0	2	0	0	0	0	1	1	0	0	1	1	1	1	1	1	1	2	1	1	1	1	1	0	0	0	0	1	1	0	0	0	1	0	0	P F P P
COMPREHENSIVE CAREER ASSESSMENT SCALE Public Service - Familiarity (LCI)	2	0	2	0	0	0	0	1	1	0	0	1	1	1	1	1	1	1	2	1	1	1	1	1	0	0	0	0	1	1	0	0	0	1	0	0	P F P P
COMPREHENSIVE CAREER ASSESSMENT SCALE Transportation - Familiarity (LCI)	2	0	2	0	0	0	0	1	1	0	0	1	1	1	1	1	1	1	2	1	1	1	1	1	0	0	0	0	1	1	0	0	0	1	0	0	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-3	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-3	0-3	0-1	0-2	0-2	[illegible]
7B. Interest in Vocations and Careers																																					
BARCLAY CLASSROOM CLIMATE INVENTORY Vocational Vocational Control (ESD)	1	0	2	0	0	0	0	1	1	0	0	0	0	0	1	1	1	1	2	2	1	0	2	0	1	1	0	0	1	2	1	0	0	0	0	0	PFFP
BARCLAY CLASSROOM CLIMATE INVENTORY Vocational Vocational Conventional (ESD)	1	0	2	0	0	0	0	1	1	0	0	0	0	0	1	1	1	1	2	2	1	0	2	0	1	1	0	0	1	2	0	0	0	0	0	0	PFFP
BARCLAY CLASSROOM CLIMATE INVENTORY Vocational Vocational Enterprising (ESD)	1	0	2	0	0	0	0	1	1	0	0	0	0	0	1	1	1	1	2	2	1	0	2	0	1	1	0	0	1	2	0	0	0	0	0	0	PFFP
BARCLAY CLASSROOM CLIMATE INVENTORY Vocational Vocational Intellectual-Scientific (ESD)	1	0	2	0	0	0	0	1	1	0	0	0	0	0	1	1	1	1	2	2	1	0	2	0	1	1	0	0	1	2	1	0	0	0	0	0	PFFP
BARCLAY CLASSROOM CLIMATE INVENTORY Vocational Vocational Realistic-Outdoor (ESD)	1	0	2	0	0	0	0	1	1	0	0	0	0	0	1	1	1	1	2	2	1	0	2	0	1	1	0	0	1	2	1	0	0	0	0	0	PFFP
BARCLAY CLASSROOM CLIMATE INVENTORY Vocational Vocational Social (ESD)	1	0	2	0	0	0	0	1	1	0	0	0	0	0	1	1	1	1	2	2	1	0	2	0	1	1	0	0	1	2	0	0	0	0	0	0	PFFP
BARCLAY CLASSROOM CLIMATE INVENTORY Vocational Vocational Status (ESD)	1	0	2	0	0	0	0	1	1	0	0	0	0	0	1	1	1	1	2	2	1	0	2	0	1	1	0	0	1	2	0	0	0	0	0	0	PFFP
BARCLAY CLASSROOM CLIMATE INVENTORY Vocational Vocational Total (ESD)	1	1	2	0	0	0	0	1	1	0	0	0	0	0	1	1	1	1	2	2	1	0	2	0	1	1	0	0	1	2	0	0	0	0	0	0	PFFP
COMPREHENSIVE CAREER ASSESSMENT SCALE Agribusiness and Natural Resources - Interest (LCI)	2	0	2	0	0	0	0	1	1	0	0	1	1	1	1	1	1	1	2	1	1	1	1	1	0	0	0	0	1	1	0	0	0	1	0	0	PFPP
COMPREHENSIVE CAREER ASSESSMENT SCALE Business and Office - Interest (LCI)	2	0	2	0	0	0	0	1	1	0	0	1	1	1	1	1	1	1	2	1	1	1	1	1	0	0	0	0	1	1	0	0	0	1	0	0	PFPP
COMPREHENSIVE CAREER ASSESSMENT SCALE Communications and Media - Interest (LCI)	2	0	2	0	0	0	0	1	1	0	0	1	1	1	1	1	1	1	2	1	1	1	1	1	0	0	0	0	1	1	0	0	0	1	0	0	PFPP
COMPREHENSIVE CAREER ASSESSMENT SCALE Construction - Interest (LCI)	2	0	2	0	0	0	0	1	1	0	0	1	1	1	1	1	1	1	2	1	1	1	1	1	0	0	0	0	1	1	0	0	0	1	0	0	PFPP
COMPREHENSIVE CAREER ASSESSMENT SCALE Consumer and Homemaking Education - Interest (LCI)	2	0	2	0	0	0	0	1	1	0	0	1	1	1	1	1	1	1	2	1	1	1	1	1	0	0	0	0	1	1	0	0	0	1	0	0	PFPP
COMPREHENSIVE CAREER ASSESSMENT SCALE Environment - Interest (LCI)	2	0	2	0	0	0	0	1	1	0	0	1	1	1	1	1	1	1	2	1	1	1	1	1	0	0	0	0	1	1	0	0	0	1	0	0	PFPP
COMPREHENSIVE CAREER ASSESSMENT SCALE Fine Arts and Humanities - Interest (LCI)	2	0	2	0	0	0	0	1	1	0	0	1	1	1	1	1	1	1	2	1	1	1	1	1	0	0	0	0	1	1	0	0	0	1	0	0	PFPP
COMPREHENSIVE CAREER ASSESSMENT SCALE Health - Interest (LCI)	2	0	2	0	0	0	0	1	1	0	0	1	1	1	1	1	1	1	2	1	1	1	1	1	0	0	0	0	1	1	0	0	0	1	0	0	PFPP
COMPREHENSIVE CAREER ASSESSMENT SCALE Hospitality and Recreation - Interest (LCI)	2	0	2	0	0	0	0	1	1	0	0	1	1	1	1	1	1	1	2	1	1	1	1	1	0	0	0	0	1	1	0	0	0	1	0	0	PFPP

ELEMENTARY GOAL

TEST NAME

ELEMENTARY GOAL / TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-3	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-F-P
COMPREHENSIVE CAREER ASSESSMENT SCALE Manufacturing - Interest (LCI)	2	0	2	0	0	0	0	1	1	0	0	1	1	1	1	1	1	1	2	1	1	1	1	1	0	0	0	0	1	1	0	0	0	1	0	0	P F P P
COMPREHENSIVE CAREER ASSESSMENT SCALE Marine Science - Interest (LCI)	2	0	2	0	0	0	0	1	1	0	0	1	1	1	1	1	1	1	2	1	1	1	1	1	0	0	0	0	1	1	0	0	0	1	0	0	P F P P
COMPREHENSIVE CAREER ASSESSMENT SCALE Marketing and Distribution - Interest (LCI)	2	0	2	0	0	0	0	1	1	0	0	1	1	1	1	1	1	1	2	1	1	1	1	1	0	0	0	0	1	1	0	0	0	1	0	0	P F P P
COMPREHENSIVE CAREER ASSESSMENT SCALE Personal Service - Interest (LCI)	2	0	2	0	0	0	0	1	1	0	0	1	1	1	1	1	1	1	2	1	1	1	1	1	0	0	0	0	1	1	0	0	0	1	0	0	P F P P
COMPREHENSIVE CAREER ASSESSMENT SCALE Public Service - Interest (LCI)	2	0	2	0	0	0	0	1	1	0	0	1	1	1	1	1	1	1	2	1	1	1	1	1	0	0	0	0	1	1	0	0	0	1	0	0	P F P P
COMPREHENSIVE CAREER ASSESSMENT SCALE Transportation - Interest (LCI)	2	0	2	0	0	0	0	1	1	0	0	1	1	1	1	1	1	1	2	1	1	1	1	1	0	0	0	0	1	1	0	0	0	1	0	0	P F P P
EDUCATIONAL DEVELOPMENT SERIES - ELEMENTARY LEVEL My Career Interests (STS)	1	1	2	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	1	2	1	0	0	0	0	1	1	0	0	0	0	0	0	P G F P
EDUCATIONAL DEVELOPMENT SERIES - ELEMENTARY LEVEL My Favorite School Subjects Vocational (STS)	0	0	2	0	0	0	0	1	0	0	1	1	1	0	0	1	1	1	2	2	1	1	2	1	0	0	0	0	1	1	0	0	0	0	0	0	P F F P
EDUCATIONAL DEVELOPMENT SERIES - LOWER PRIMARY School Interests Vocational (STS)	0	0	2	0	0	0	0	1	0	0	1	1	1	1	0	1	1	1	1	2	1	1	2	0	0	0	0	0	1	0	0	0	0	1	0	0	P F P P
EDUCATIONAL DEVELOPMENT SERIES - UPPER PRIMARY School Interests Vocational (STS)	0	0	2	0	0	0	0	1	1	0	1	1	1	1	1	1	1	1	2	2	1	1	2	0	0	0	0	0	1	0	0	0	0	1	0	0	P G P P
INTEREST INVENTORY FOR ELEMENTARY GRADES Occupations (CPS)	1	1	2	0	0	0	0	1	1	0	1	1	1	1	0	1	1	1	1	2	1	1	1	0	0	0	0	0	1	0	0	0	0	1	0	0	P F P P
WIDE RANGE INTEREST - OPINION TEST Activity by Sex (GAD)	0	0	2	0	0	0	0	0	1	0	0	0	0	1	1	1	0	1	2	0	1	0	2	1	0	1	0	0	1	0	0	0	0	0	0	0	P P P P
WIDE RANGE INTEREST - OPINION TEST Agreement (GAD)	0	0	2	0	0	0	0	0	1	0	0	0	0	1	1	1	0	1	2	0	1	0	2	1	0	1	0	0	1	0	0	0	0	0	0	0	P P P P
WIDE RANGE INTEREST - OPINION TEST Ambition (GAD)	0	0	2	0	0	0	0	0	1	0	0	0	0	1	1	1	0	1	2	0	1	0	2	1	0	1	0	0	1	0	0	0	0	0	0	0	P P P P
WIDE RANGE INTEREST - OPINION TEST Art (GAD)	0	0	2	0	0	0	0	0	1	0	0	0	0	1	1	1	0	1	2	0	1	0	2	1	0	1	0	0	1	0	0	0	0	0	0	0	P P P P
WIDE RANGE INTEREST - OPINION TEST Athletics (GAD)	0	0	2	0	0	0	0	0	1	0	0	0	0	1	1	1	0	1	2	0	1	0	2	1	0	1	0	0	1	0	0	0	0	0	0	0	P P P P
WIDE RANGE INTEREST - OPINION TEST Biological Science (GAD)	0	0	2	0	0	0	0	0	1	0	0	0	0	1	1	1	0	1	2	0	1	0	2	1	0	1	0	0	1	0	0	0	0	0	0	0	P P P P
WIDE RANGE INTEREST - OPINION TEST Chosen Skill Level (GAD)	0	0	2	0	0	0	0	0	1	0	0	0	0	1	1	1	0	1	2	0	1	0	2	1	0	1	0	0	1	0	0	0	0	0	0	0	P P P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT					COMPREHENSION			INSTRUCTIONS			FORMAT					ADMINISTRATION					INTERPRETATION						RELIABILITY						
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational	CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence	POWER/SPEED TEST	RECORDING ANSWERS	Testing Group Size	Administrator	Time	EASE OF SCORING	QUALITY OF MANUAL	Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter	CAN DECISIONS BE MADE?	Test – Retest	Internal Consistency	Alternate Form	REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-3	0-3	0-1	0-3	0-2	[illegible]
WIDE RANGE INTEREST - OPINION TEST Drama (GAD)	0	0	2	0	0	0	0	0	1	0	0	0	0	1	1	1	0	1	2	0	1	0	2	1	0	1	0	0	1	0	0	0	0	0	0	0	PPPP
WIDE RANGE INTEREST - OPINION TEST Interest Spread (GAD)	0	0	2	0	0	0	0	0	1	0	0	0	0	1	1	1	0	1	2	0	1	0	2	1	0	1	0	0	1	0	0	0	0	0	0	0	PPPP
WIDE RANGE INTEREST - OPINION TEST Literature (GAD)	0	0	2	0	0	0	0	0	1	0	0	0	0	1	1	1	0	1	2	0	1	0	2	1	0	1	0	0	1	0	0	0	0	0	0	0	PPPP
WIDE RANGE INTEREST - OPINION TEST Machine Operation (GAD)	0	0	2	0	0	0	0	0	1	0	0	0	0	1	1	1	0	1	2	0	1	0	2	1	0	1	0	0	1	0	0	0	0	0	0	0	PPPP
WIDE RANGE INTEREST - OPINION TEST Management (GAD)	0	0	2	0	0	0	0	0	1	0	0	0	0	1	1	1	0	1	2	0	1	0	2	1	0	1	0	0	1	0	0	0	0	0	0	0	PPPP
WIDE RANGE INTEREST - OPINION TEST Mechanics (GAD)	0	0	2	0	0	0	0	0	1	0	0	0	0	1	1	1	0	1	2	0	1	0	2	1	0	1	0	0	1	0	0	0	0	0	0	0	PPPP
WIDE RANGE INTEREST - OPINION TEST Music (GAD)	0	0	2	0	0	0	0	0	1	0	0	0	0	1	1	1	0	1	2	0	1	0	2	1	0	1	0	0	1	0	0	0	0	0	0	0	PPPP
WIDE RANGE INTEREST - OPINION TEST Number (GAD)	0	0	2	0	0	0	0	0	1	0	0	0	0	1	1	1	0	1	2	0	1	0	2	1	0	1	0	0	1	0	0	0	0	0	0	0	PPPP
WIDE RANGE INTEREST - OPINION TEST Office Work (GAD)	0	0	2	0	0	0	0	0	1	0	0	0	0	1	1	0	1	1	2	0	1	0	2	1	0	1	0	0	1	0	0	0	0	0	0	0	PPPP
WIDE RANGE INTEREST - OPINION TEST Outdoor (GAD)	0	0	2	0	0	0	0	0	1	0	0	0	0	1	1	1	0	1	2	0	1	0	2	1	0	1	0	0	1	0	0	0	0	0	0	0	PPPP
WIDE RANGE INTEREST - OPINION TEST Personal Service (GAD)	0	0	2	0	0	0	0	0	1	0	0	0	0	1	1	1	0	1	2	0	1	0	2	1	0	1	0	0	1	0	0	0	0	0	0	0	PPPP
WIDE RANGE INTEREST - OPINION TEST Physical Science (GAD)	0	0	2	0	0	0	0	0	1	0	0	0	0	1	1	1	0	1	2	0	1	0	2	1	0	1	0	0	1	0	0	0	0	0	0	0	PPPP
WIDE RANGE INTEREST - OPINION TEST Protective Service (GAD)	0	0	2	0	0	0	0	0	1	0	0	0	0	1	1	1	0	1	2	0	1	0	2	1	0	1	0	0	1	0	0	0	0	0	0	0	PPPP
WIDE RANGE INTEREST - OPINION TEST Risk (GAD)	0	0	2	0	0	0	0	0	1	0	0	0	0	1	1	1	0	1	2	0	1	0	2	1	0	1	0	0	1	0	0	0	0	0	0	0	PPPP
WIDE RANGE INTEREST - OPINION TEST Sales (GAD)	0	0	2	0	0	0	0	0	1	0	0	0	0	1	1	1	0	1	2	0	1	0	2	1	0	1	0	0	1	0	0	0	0	0	0	0	PPPP
WIDE RANGE INTEREST - OPINION TEST Sedentariness (GAD)	0	0	2	0	0	0	0	0	1	0	0	0	0	1	1	1	0	1	2	0	1	0	2	1	0	1	0	0	1	0	0	0	0	0	0	0	PPPP
WIDE RANGE INTEREST - OPINION TEST Social Science (GAD)	0	0	2	0	0	0	0	0	1	0	0	0	0	1	1	1	0	1	2	0	1	0	2	1	0	1	0	0	1	0	0	0	0	0	0	0	PPPP
WIDE RANGE INTEREST - OPINION TEST Social Service (GAD)	0	0	2	0	0	0	0	0	1	0	0	0	0	1	1	1	0	1	2	0	1	0	2	1	0	1	0	0	1	0	0	0	0	0	0	0	PPPP

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-3	0-3	0-1	0-3	0-2	G-F-P
COGNITIVE AND INTELLECTUAL SKILLS																																					
8. UNDERSTANDING AND REASONING																																					
ACER LOWER GRADES GENERAL ABILITY SCALE (ACER)	2	0	2	0	0	0	0	0	2	0	1	1	1	1	1	0	1	1	2	1	1	0	1	1	1	1	0	0	1	1	0	3	0	1	1	2	PFFP
AMERICAN SCHOOL INTELLIGENCE TEST - INTERMEDIATE BATTERY (BMC)	2	1	2	0	0	0	0	1	1	0	1	1	1	1	1	1	1	1	2	2	1	0	2	1	1	1	0	1	1	1	0	0	0	1	3	2	PGFP
AMERICAN SCHOOL INTELLIGENCE TEST - PRIMARY BATTERY (BMC)	1	2	2	0	0	0	0	1	1	0	1	1	1	1	1	0	1	1	2	2	1	0	1	1	1	1	1	1	1	1	0	3	0	0	3	2	PFFF
ARTHUR POINT SCALE OF PERFORMANCE TEST, REVISED FORM II Total Point Score (PC)	0	0	1	0	0	0	0	0	1	0	1	0	0	0	1	0	1	1	2	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	2	PPPP
CALIFORNIA ABBREVIATED WISC For the Educable Mentally Retarded Child (WPS)	1	1	2	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	PFPP
CALIFORNIA ABBREVIATED WISC For the Intellectually Gifted Child (WPS)	1	1	2	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	PFPP
CALIFORNIA SHORT-FORM TEST OF MENTAL MATURITY - LEVEL 1 Logical Reasoning (CTB)	2	1	2	0	0	0	0	0	1	0	1	1	0	1	1	0	1	1	2	1	1	1	2	1	1	1	0	1	1	0	0	0	0	1	0	2	PFFP
CALIFORNIA SHORT-FORM TEST OF MENTAL MATURITY - LEVEL 1 Non-Language (CTB)	2	1	2	0	0	1	0	0	1	0	1	1	0	1	0	0	1	1	2	1	1	1	2	1	1	1	0	1	1	1	1	2	1	1	1	2	PFFF
CALIFORNIA SHORT-FORM TEST OF MENTAL MATURITY - LEVEL 1 Total (CTB)	2	1	1	0	0	2	0	0	1	0	1	1	0	1	0	0	1	1	2	1	1	0	2	1	1	1	0	1	1	1	1	2	1	1	1	2	PFFF
CALIFORNIA SHORT-FORM TEST OF MENTAL MATURITY - LEVEL 1H Logical Reasoning (CTB)	2	1	2	0	0	1	0	1	1	0	1	1	0	1	0	0	1	1	2	2	1	1	2	1	1	1	1	0	1	0	0	2	0	1	0	2	PFFP
CALIFORNIA SHORT-FORM TEST OF MENTAL MATURITY - LEVEL 1H Non-Language (CTB)	2	1	2	0	0	1	0	1	1	0	1	1	0	1	0	0	1	1	2	2	1	1	2	1	1	1	1	0	1	1	0	2	0	1	1	2	PFGP
CALIFORNIA SHORT-FORM TEST OF MENTAL MATURITY - LEVEL 1H Total (CTB)	2	1	1	0	0	2	0	1	1	0	1	1	0	1	0	0	1	1	2	2	1	0	2	1	1	1	1	0	1	1	0	3	0	1	1	2	PFFP
CALIFORNIA SHORT-FORM TEST OF MENTAL MATURITY - LEVEL 2 Logical Reasoning (CTB)	2	1	2	0	0	0	0	1	1	0	1	1	0	1	0	0	1	1	2	2	1	1	2	1	1	1	0	1	1	0	0	0	0	1	1	2	PFFP
CALIFORNIA SHORT-FORM TEST OF MENTAL MATURITY - LEVEL 2 Total (CTB)	2	1	1	0	0	0	0	1	1	0	1	1	0	1	0	0	1	0	2	2	1	0	2	1	1	1	0	1	1	1	1	0	1	1	0	2	PFFP
CALIFORNIA TEST OF MENTAL MATURITY - LEVEL 1 Logical Reasoning (CTB)	2	1	2	0	0	0	0	0	1	0	1	1	0	1	1	0	1	0	2	1	1	1	2	1	1	1	0	1	1	1	0	0	0	1	0	2	PFFP
CALIFORNIA TEST OF MENTAL MATURITY - LEVEL 1 Non-Language (CTB)	2	1	1	0	0	0	0	0	1	0	1	0	0	1	0	0	1	0	1	1	1	1	2	1	1	1	0	1	1	1	0	0	0	1	0	2	PPFP

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-3	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-P
CALIFORNIA TEST OF MENTAL MATURITY - LEVEL 1 Total (CTB)	2	1	1	0	0	0	0	0	1	0	1	0	[illegible]	1	0	0	1	0	1	1	1	0	2	1	1	1	0	1	1	1	0	0	0	1	1	2	P P F P
CALIFORNIA TEST OF MENTAL MATURITY - LEVEL 2 Logical Reasoning (CTB)	2	1	2	0	0	0	0	1	1	0	1	1	0	1	[illegible]	1	1	1	2	2	1	1	2	1	1	1	0	1	1	1	0	0	0	1	1	2	P F G P
CALIFORNIA TEST OF MENTAL MATURITY - LEVEL 2 Non-Language (CTB)	2	1	2	0	0	0	0	1	1	0	1	1	0	1	0	1	1	1	2	2	1	0	2	1	1	1	0	1	1	1	0	0	0	1	3	2	P F F P
CALIFORNIA TEST OF MENTAL MATURITY - LEVEL 2 Total (CTB)	2	1	1	0	0	0	0	1	1	0	1	1	0	1	0	1	0	0	1	2	1	0	2	1	1	1	0	1	1	1	0	0	0	1	3	2	P P F P
CHICAGO NON-VERBAL EXAMINATION (PC)	0	1	2	0	0	0	0	1	0	0	1	1	0	1	0	0	0	1	2	2	1	1	1	1	1	0	1	0	1	1	0	2	0	1	3	1	P P F P
COGNITIVE ABILITIES TEST, MULTILEVEL EDITION - LEVEL A Nonverbal Battery (HMC)	2	1	2	2	0	1	2	1	2	1	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	0	1	1	1	1	1	3	0	1	2	2	F G G F
COGNITIVE ABILITIES TEST, MULTILEVEL EDITION - LEVEL A Verbal Battery (HMC)	2	1	2	2	0	2	2	1	2	2	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	0	1	1	1	1	1	3	0	1	3	2	F G G F
COGNITIVE ABILITIES TEST, MULTILEVEL EDITION - LEVEL B Nonverbal Battery (HMC)	2	1	2	0	0	1	0	1	2	1	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	0	1	1	1	1	2	3	0	1	3	2	P G G F
COGNITIVE ABILITIES TEST, MULTILEVEL EDITION - LEVEL B Verbal Battery (HMC)	2	1	2	0	0	2	0	1	2	2	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	0	1	1	1	1	1	3	0	1	3	2	P G G F
COGNITIVE ABILITIES TEST, MULTILEVEL EDITION - LEVEL C Nonverbal Battery (HMC)	2	1	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	0	1	1	1	1	1	0	0	1	3	2	P G G P
COGNITIVE ABILITIES TEST, MULTILEVEL EDITION - LEVEL C Verbal Battery (HMC)	2	1	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	0	1	1	1	1	1	0	0	1	3	2	P G G P
COGNITIVE ABILITIES TEST, PRIMARY II (HMC)	0	0	2	0	0	0	0	0	2	0	1	1	1	1	1	0	1	1	2	2	1	1	2	1	1	1	0	1	1	2	0	3	0	0	3	2	P F G F
DOMINION GROUP TEST OF LEARNING CAPACITY - JUNIOR (GCT)	0	1	1	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	2	2	1	0	2	0	1	1	0	0	1	1	0	0	0	1	3	2	P F F P
EDUCATIONAL DEVELOPMENT SERIES - LOWER PRIMARY Battery Composite (STS)	0	1	0	0	0	0	0	1	1	0	1	1	1	0	1	0	1	1	2	2	1	0	2	1	1	1	0	0	1	0	0	3	0	1	0	2	P F F P
EDUCATIONAL DEVELOPMENT SERIES - UPPER PRIMARY Battery Composite (STS)	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	0	2	0	1	1	0	0	1	0	0	3	0	1	2	1	P G F P
ESSENTIAL INTELLIGENCE TEST (NFER)	2	1	1	0	0	0	0	1	1	0	1	1	1	1	0	1	1	1	1	2	1	0	1	1	1	0	1	0	1	0	0	0	0	1	0	2	P F F P
HENMON-NELSON TESTS OF MENTAL ABILITY - GRADES 3-6 (HMC)	2	1	2	0	0	2	0	1	1	0	1	1	1	1	1	1	1	0	2	2	1	1	2	1	1	1	1	1	1	1	0	3	0	1	3	2	P F G F
KUHLMAN-ANDERSON TEST, BOOKLET CD (PP)	2	1	1	0	0	2	0	1	2	1	1	1	1	1	0	1	1	0	1	2	1	0	1	1	1	1	0	0	1	1	2	3	0	1	3	2	P F F F

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-3	0-3	0-1	0-3	0-2	G-P
KUHLMANN-ANDERSON TEST, BOOKLET D (PP)	2	1	2	0	0	2	2	1	2	1	1	1	1	1	1	1	1	1	2	2	1	0	2	1	1	1	0	0	1	1	2	2	0	1	3	2	F G F F
McCARTHY SCALES OF CHILDREN'S ABILITIES General Cognitive (PC)	1	1	0	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	2	0	1	0	0	1	0	1	0	1	0	1	3	3	0	0	3	2	P F P F
OTIS INTERMEDIATE TEST, METRIC, ADAPTED BY THE AUSTRALIAN COUNCIL FOR EDUCATIONAL RESEARCH (ACER)	1	1	2	0	0	1	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	1	1	1	1	0	0	1	1	0	0	0	1	0	2	P G F P
OTIS QUICK-SCORING MENTAL ABILITY TESTS: NEW EDITION - BETA TEST (HBJ)	1	1	2	0	0	0	0	1	1	0	1	0	1	1	0	1	1	0	2	2	1	1	2	1	1	1	0	0	1	1	0	2	2	1	2	2	P F F F
OTIS SELF-ADMINISTERING TEST, ADAPTED BY NEW ZEALAND COUNCIL FOR EDUCATIONAL PESEARCH - INTERMEDIATE EXAMINATION (NZCER)	0	1	2	0	0	0	0	1	2	0	1	1	1	1	1	0	1	0	2	2	1	1	1	1	1	0	0	0	1	2	0	0	0	1	2	2	P F F P
OTIS SELF-ADMINISTERING TESTS OF MENTAL ABILITY - INTERMEDIATE EXAMINATION (THIRTY MINUTE TIME LIMIT) (HBJ)	1	1	2	0	0	0	0	1	2	0	1	0	1	1	1	0	1	0	2	2	1	1	1	0	1	1	0	0	1	2	0	0	0	1	0	1	P F F P
OTIS-LENNON MENTAL ABILITY TEST, ELEMENTARY I (HBJ)	3	1	2	0	0	2	1	0	2	0	1	1	1	1	1	1	1	1	2	2	1	0	2	1	1	1	1	1	1	2	2	3	2	1	2	2	F G G G
PERSONALITY RATING SCALE Intelligence (ETSA)	1	0	2	0	0	0	0	1	2	0	1	1	1	1	1	1	0	1	0	2	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
PRIMARY MENTAL ABILITIES - GRADES 4-6 Total (SRA)	1	0	1	0	0	1	2	1	1	0	1	1	1	1	1	1	0	0	2	2	1	0	2	1	1	1	0	1	1	0	3	0	0	1	3	2	P F F F
SHIPLEY INSTITUTE OF LIVING SCALE Total (SA)	0	0	2	0	0	0	0	0	0	0	1	1	0	0	1	1	1	0	2	2	1	1	1	0	0	1	0	0	1	0	0	0	0	0	0	0	P P P P
SHORT TEST OF EDUCATIONAL ABILITY - LEVEL 2 (SRA)	0	2	2	0	0	2	0	0	1	0	1	0	1	1	1	0	1	1	2	1	1	1	2	1	0	0	0	1	1	0	0	2	0	0	0	0	P F F P
SYMPTOMATOLOGY AND IDENTIFICATION OF A CHILD WITH LEARNING DISABILITIES Specific Learning Disabilities (Academic) (PI)	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
TEST OF "G": CULTURE FAIR, SCALE 1 (IPAT)	0	0	1	0	0	0	0	0	1	0	1	1	0	0	1	0	1	1	2	0	1	0	1	0	1	0	1	0	0	0	0	0	0	0	3	1	P F P P
TESTS OF GENERAL ABILITY - GRADES 2 TO 4 Total Score (SRA)	3	1	1	0	0	2	0	0	1	0	1	1	1	1	1	0	1	0	2	2	1	0	2	1	1	1	0	0	1	1	0	2	0	1	0	2	P F F P
TESTS OF GENERAL ABILITY - GRADES 4 TO 6 Total Score (SRA)	3	1	1	0	0	1	0	0	1	0	0	1	1	1	1	0	1	0	2	2	1	0	2	1	1	1	0	0	1	1	0	2	0	1	0	0	P F F P
VERBAL TEST BC (NFER2)	1	1	2	0	0	0	0	1	1	0	1	1	1	1	1	1	1	0	2	2	1	1	1	1	0	1	0	0	1	0	0	0	0	1	0	2	P F F P
WECHSLER INTELLIGENCE SCALE FOR CHILDREN - REVISED Full Scale Score (PC)	1	2	1	0	0	1	0	0	1	0	1	1	0	0	1	0	1	1	1	0	0	0	0	1	1	0	1	1	0	0	0	3	0	0	3	2	P P P F
WIDE RANGE INTELLIGENCE AND PERSONALITY TEST Total (I.Q.) (GAD)	0	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	2	2	1	0	1	0	0	1	0	0	1	1	0	0	0	1	0	0	P P P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent / Factorial	Experimental / Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustrations & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range	0-2	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-3	0-3	0-1	0-3	0-2	G-F-P
8A. CLASSIFICATION																																					
COLUMBIA MENTAL MATURITY SCALE: THIRD EDITION - LEVEL H (HBJ)	2	1	1	0	0	2	0	0	1	0	1	1	1	0	1	1	1	1	2	0	1	1	2	1	1	1	1	1	1	0	0	3	0	0	3	2	P F F F
CONCEPT FORMATION TEST II (IDS)	3	0	2	0	0	0	0	0	0	0	1	1	1	1	0	0	1	1	2	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
COOPERATIVE INTER-AMERICAN TESTS, TESTS OF GENERAL ABILITY: PRIMARY Classification (GTA)	0	1	1	0	0	0	0	1	1	0	1	1	1	1	1	0	1	0	2	2	1	1	2	0	0	0	0	0	1	0	0	0	0	1	0	0	P F P P
DETROIT TEST OF LEARNING APTITUDE Likenesses and Differences (BMC)	0	1	2	0	0	0	0	0	2	0	1	1	0	1	1	1	1	1	2	0	0	1	0	1	1	1	1	0	0	0	0	0	0	0	0	1	P F P P
EDUCATIONAL DEVELOPMENT SERIES - ELEMENTARY LEVEL Battery Composite (STS)	1	1	0	0	0	2	0	1	0	0	1	1	1	0	1	0	1	0	2	2	1	0	2	1	1	1	0	0	1	1	2	3	0	1	3	1	P F F F
EDUCATIONAL DEVELOPMENT SERIES - ELEMENTARY LEVEL Non-Verbal Reasoning (STS)	1	1	2	0	0	2	0	1	0	0	1	1	1	1	1	0	1	0	2	2	1	1	2	1	1	1	0	0	1	1	1	2	0	1	3	1	P F F F
EDUCATIONAL DEVELOPMENT SERIES - ELEMENTARY LEVEL Total Ability (STS)	1	1	2	0	0	2	0	1	0	0	1	1	1	1	1	0	1	0	2	2	1	0	2	1	1	1	0	0	1	1	2	0	0	1	3	1	P F F P
EDUCATIONAL DEVELOPMENT SERIES - ELEMENTARY LEVEL Verbal Reasoning (STS)	1	1	2	0	0	2	0	1	0	0	1	1	1	1	1	1	1	0	2	2	1	1	2	1	1	1	0	0	1	1	2	2	0	1	3	1	P F F F
EDUCATIONAL DEVELOPMENT SERIES - LOWER PRIMARY Non-Verbal (STS)	0	1	2	0	0	0	0	1	1	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	0	1	0	0	2	0	1	0	2	P G F P
EDUCATIONAL DEVELOPMENT SERIES - UPPER PRIMARY Non-Verbal (STS)	0	1	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	2	0	1	1	0	0	1	0	0	2	0	1	2	2	P G F P
HISKEY-NEBRASKA TEST OF LEARNING APTITUDE Picture Association (MSH)	2	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	0	1	2	1	0	1	1	0	0	0	0	0	0	1	0	2	P F P P
ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES, REVISED Visual Reception (WPS)	1	1	2	1	1	1	0	0	1	0	1	1	0	1	1	1	1	1	2	0	0	1	1	1	0	1	0	0	0	1	1	2	0	0	2	2	P F P P
KAHN INTELLIGENCE TESTS: EXPERIMENTAL FORM (PTS)	0	1	0	0	0	0	0	0	1	0	1	0	0	0	1	1	1	1	2	0	1	1	0	0	1	0	0	0	1	0	0	0	0	0	0	0	P F P P
KAHN TEST OF SYMBOL ARRANGEMENT Togetherness (PTS)	1	0	0	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
LORGE-THORNDIKE INTELLIGENCE TESTS, PRIMARY BATTERY - LEVEL 2 (HMC)	2	1	1	0	0	1	0	0	1	0	1	1	1	1	1	0	1	1	2	1	1	1	2	1	1	1	0	1	1	1	0	0	0	0	3	2	P F F P
OTIS QUICK-SCORING MENTAL ABILITY TESTS - ALPHA TEST Nonverbal (HBJ)	1	2	2	0	1	0	0	1	2	0	1	1	1	1	1	0	1	0	2	2	1	1	2	1	1	0	1	0	1	1	0	0	1	1	0	2	P F F P
OTIS QUICK-SCORING MENTAL ABILITY TESTS - ALPHA TEST Total (HBJ)	1	2	1	0	1	0	0	1	1	0	1	1	1	1	1	0	1	0	1	2	1	0	2	1	1	0	1	0	1	1	0	0	2	1	0	1	P F F P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-3	0-3	0-1	0-3	0-2	[illegible]
OTIS QUICK-SCORING MENTAL ABILITY TESTS: NEW EDITION - ALPHA TEST: SHORT FORM (HBJ)	1	2	1	0	0	1	0	1	2	0	1	1	1	1	1	0	1	1	1	2	1	1	2	1	1	1	1	0	1	1	0	2	0	1	3	2	P F G F
PICTORIAL TEST OF INTELLIGENCE Similarities (HMC)	2	1	1	1	1	0	0	0	1	0	1	1	1	0	1	1	1	1	2	0	0	1	2	1	1	0	0	1	0	0	0	0	0	1	0	1	P F P P
PRIMARY MENTAL ABILITIES - GRADES 4-6 Reasoning (SRA)	1	1	2	0	0	1	2	1	1	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	1	1	0	2	0	0	1	3	2	P G F F
TEST OF CONCEPT UTILIZATION Concept Articulation Scores Acceptable Mains (WPS)	1	0	2	0	0	1	1	0	2	0	1	1	0	0	0	0	1	1	2	0	0	1	0	0	1	1	1	0	0	0	0	0	0	0	1	2	P F P P
TEST OF CONCEPT UTILIZATION Concept Articulation Scores Inferior Mains (WPS)	1	0	2	0	0	1	1	0	2	0	1	1	0	0	0	0	1	1	2	0	0	1	0	0	1	1	1	0	0	0	0	0	0	0	0	2	P F P P
TEST OF CONCEPT UTILIZATION Equivalence Scores Abstract (WPS)	1	0	2	0	0	0	0	0	2	0	1	1	0	0	0	0	1	1	2	0	0	1	0	0	1	1	1	0	0	0	0	0	0	0	0	2	P F P P
TEST OF CONCEPT UTILIZATION Equivalence Scores Color (WPS)	1	0	2	0	0	0	0	0	2	0	1	1	0	0	0	0	1	1	2	0	0	1	0	0	1	1	1	0	0	0	0	0	0	0	0	2	P F P P
TEST OF CONCEPT UTILIZATION Equivalence Scores Homogeneous Function (WPS)	1	0	2	0	0	0	0	0	2	0	1	1	0	0	0	0	1	1	2	0	0	1	0	0	1	1	1	0	0	0	0	0	0	0	0	2	P F P P
TEST OF CONCEPT UTILIZATION Equivalence Scores Object Bound (WPS)	1	0	2	0	0	0	0	0	2	0	1	1	0	0	0	0	1	1	2	0	0	1	0	0	1	1	1	0	0	0	0	0	0	0	0	2	P F P P
TEST OF CONCEPT UTILIZATION Equivalence Scores Shape (WPS)	1	0	2	0	0	0	0	0	2	0	1	1	0	0	0	0	1	1	2	0	0	1	0	0	1	1	1	0	0	0	0	0	0	0	0	2	P F P P
TEST OF CONCEPT UTILIZATION Equivalence Scores Stimulus Bound (WPS)	1	0	2	0	0	0	0	0	2	0	1	1	0	0	0	0	1	1	2	0	0	1	0	0	1	1	1	0	0	0	0	0	0	0	0	2	P F P P
TEST OF CONCEPT UTILIZATION Negations (WPS)	1	0	2	0	0	0	0	0	2	0	1	1	0	0	0	0	1	1	2	0	0	0	0	0	1	1	1	0	0	0	0	0	0	0	0	2	P F P P
TEST OF CONCEPT UTILIZATION Qualitative Scores Action (WPS)	1	0	2	0	0	0	0	0	2	0	1	1	0	0	0	0	1	1	2	0	0	1	0	0	1	1	1	0	0	0	0	0	0	0	0	2	P F P P
TEST OF CONCEPT UTILIZATION Qualitative Scores Creations (WPS)	1	0	2	0	0	0	0	0	2	0	1	1	0	0	0	0	1	1	2	0	0	1	0	0	1	1	1	0	0	0	0	0	0	0	0	2	P F P P
TEST OF CONCEPT UTILIZATION Qualitative Scores Infusions (WPS)	1	0	2	0	0	0	0	0	2	0	1	1	0	0	0	0	1	1	2	0	0	1	0	0	1	1	1	0	0	0	0	0	0	0	0	2	P F P P
TEST OF CONCEPT UTILIZATION Qualitative Scores Object Qualities (WPS)	1	0	2	0	0	0	0	0	2	0	1	1	0	0	0	0	1	1	2	0	0	1	0	0	1	1	1	0	0	0	0	0	0	0	0	2	P F P P
TEST OF CONCEPT UTILIZATION Reality Match Scores Abstract (WPS)	1	0	2	0	0	0	0	0	2	0	1	1	0	0	0	0	1	1	2	0	0	1	0	0	1	1	1	0	0	0	0	0	0	0	1	2	P F P P
TEST OF CONCEPT UTILIZATION Reality Match Scores Color (WPS)	1	0	2	0	0	1	0	0	2	0	1	1	0	0	0	0	1	1	2	0	0	1	0	0	1	1	1	0	0	0	0	0	0	0	1	2	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES			
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION				
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form							
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P			
TEST OF CONCEPT UTILIZATION Reality Match Scores Homogeneous Function (WPS)	1	0	2	0	0	0	0	0	2	0	1	1	0	0	0	0	1	1	2	0	0	1	0	0	1	1	1	0	0	0	0	0	0	0	0	2	P	F	P	P
TEST OF CONCEPT UTILIZATION Reality Match Scores Relational Function (WPS)	1	0	2	0	0	1	0	0	2	0	1	1	0	0	0	0	1	1	2	0	0	1	0	0	1	1	1	0	0	0	0	0	0	0	0	2	P	F	P	P
TEST OF CONCEPT UTILIZATION Reality Match Scores Shape (WPS)	1	0	2	0	0	0	0	0	2	0	1	1	0	0	0	0	1	1	2	0	0	1	0	0	1	1	1	0	0	0	0	0	0	0	0	2	P	F	P	P
TEST OF CONCEPT UTILIZATION Reality Match Scores Total (WPS)	1	0	2	0	0	0	0	0	2	0	1	1	0	0	0	0	1	1	2	0	0	1	0	0	1	1	1	0	0	0	0	0	0	0	1	2	P	F	P	P
TEST OF CONCEPT UTILIZATION Relational Scores Minor Relational (WPS)	1	0	2	0	0	0	0	0	2	0	1	1	0	0	0	0	1	1	2	0	0	1	0	0	1	1	1	0	0	0	0	0	0	0	0	2	P	F	P	P
TEST OF CONCEPT UTILIZATION Relational Scores Relational Function (WPS)	1	0	2	0	0	0	0	0	2	0	1	1	0	0	0	0	1	1	2	0	0	1	0	0	1	1	1	0	0	0	0	0	0	0	1	2	P	F	P	P
TEST OF CONCEPT UTILIZATION Structure Scores All Equivalence (WPS)	1	0	2	0	0	0	0	0	2	0	1	1	0	0	0	0	1	1	2	0	0	1	0	0	1	1	1	0	0	0	0	0	0	0	0	2	P	F	P	P
TEST OF CONCEPT UTILIZATION Structure Scores All Relational (WPS)	1	0	2	0	0	0	0	0	2	0	1	1	0	0	0	0	1	1	2	0	0	1	0	0	1	1	1	0	0	0	0	0	0	0	1	2	P	F	P	P
TEST OF CONCEPT UTILIZATION Structure Scores All Unilateral (WPS)	1	0	2	0	0	0	0	0	2	0	1	1	0	0	0	0	1	1	2	0	0	1	0	0	1	1	1	0	0	0	0	0	0	0	1	2	P	F	P	P
TEST OF GENERAL ABILITY, INTER-AMERICAN SERIES: LEVEL 2 Nonverbal (GTA)	1	1	1	0	0	2	0	1	2	0	1	1	1	1	1	0	1	0	2	2	1	1	2	0	1	0	0	0	1	0	0	0	2	1	3	1	P	F	F	P
TEST OF GENERAL ABILITY, INTER-AMERICAN SERIES: LEVEL 3 Nonverbal (GTA)	1	1	1	0	0	1	0	1	1	0	1	1	1	1	0	0	1	0	2	2	1	1	2	0	1	0	0	0	1	0	0	2	0	1	3	1	P	F	F	P
TEST OF GENERAL ABILITY - GRADES 2 TO 4 Reasoning (SRA)	3	1	2	0	0	0	0	0	1	0	1	1	1	1	1	1	1	0	2	2	1	1	2	1	1	1	0	0	1	1	0	2	0	1	1	2	P	F	F	P
WIDE RANGE INTELLIGENCE AND PERSONALITY TEST Social Concept (GAD)	1	1	2	0	0	0	0	0	1	0	0	1	1	1	1	0	1	1	2	2	1	1	2	0	0	1	0	0	1	0	0	0	0	1	1	1	P	F	F	P
8B. Comprehension of Information																																								
ANALYSIS OF LEARNING POTENTIAL - ELEMENTARY BATTERY Reading Composite Prognostic Score (HBJ)	2	1	2	0	0	2	0	1	1	0	1	1	1	1	1	1	1	0	2	2	1	1	2	1	1	0	0	1	1	1	0	2	2	1	3	2	P	F	F	F
ANALYSIS OF LEARNING POTENTIAL - PRIMARY II BATTERY Arithmetic Composite Prognostic Score (HBJ)	2	1	1	0	0	2	0	0	1	0	1	1	1	1	1	1	1	0	2	2	1	1	2	1	1	0	0	1	1	1	0	3	2	1	3	2	P	F	F	F
ANALYSIS OF LEARNING POTENTIAL - PRIMARY II BATTERY General Composite Score (HBJ)	2	2	1	0	0	2	2	0	1	0	1	1	1	1	1	1	1	0	2	2	1	0	2	1	1	0	0	1	1	1	0	3	2	1	3	2	F	F	F	F
ANALYSIS OF LEARNING POTENTIAL - PRIMARY II BATTERY Index of Learning Potential Score (HBJ)	2	2	1	0	0	2	2	0	1	0	1	1	1	1	1	1	1	0	2	2	1	0	2	1	1	0	1	1	1	1	0	3	2	1	2	2	F	F	F	F

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
ANALYSIS OF LEARNING POTENTIAL - PRIMARY II BATTERY Reading Composite Prognostic Score (HBJ)	2	1	2	0	0	2	2	0	1	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	0	0	1	1	1	0	3	2	1	3	2	F F F F
BABCOCK TEST OF MENTAL EFFICIENCY Verbal Timed (WPS)	0	1	1	0	0	0	0	0	1	0	1	1	1	1	0	1	1	1	2	0	0	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	P F P P
BABCOCK TEST OF MENTAL EFFICIENCY Verbal Untimed (WPS)	0	1	2	0	0	0	0	0	1	0	1	1	1	0	0	1	1	1	2	0	0	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	P F P P
BARRANQUILLA RAPID SURVEY INTELLIGENCE TEST (FOR SPANISH-SPEAKING) (PC)	1	1	1	0	2	0	0	1	1	0	1	1	1	1	1	1	1	0	2	2	1	1	2	1	1	1	0	0	1	1	0	0	0	1	3	2	P F F P
CALIFORNIA SHORT-FORM TEST OF MENTAL MATURITY - LEVEL 1 Language (CTB)	2	1	1	0	0	2	0	0	1	0	1	1	1	1	1	0	1	1	2	1	1	1	2	1	1	1	0	1	1	1	1	2	1	1	1	2	P F F F
CALIFORNIA SHORT-FORM TEST OF MENTAL MATURITY - LEVEL 1 Numerical Reasoning (CTB)	2	1	1	0	0	0	0	0	1	0	1	1	1	1	0	1	1	1	2	1	1	1	2	1	1	1	0	1	1	0	0	0	0	1	1	2	P F F P
CALIFORNIA SHORT-FORM TEST OF MENTAL MATURITY - LEVEL 1 Verbal Concepts (CTB)	2	1	2	0	0	0	0	0	1	0	1	1	1	1	1	0	1	1	2	1	1	1	2	1	1	1	0	1	1	0	0	0	0	1	0	2	P F F P
CALIFORNIA SHORT-FORM TEST OF MENTAL MATURITY - LEVEL 1H Language (CTB)	2	1	1	0	0	2	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	1	0	1	1	0	3	0	1	0	2	P G G P
CALIFORNIA SHORT-FORM TEST OF MENTAL MATURITY - LEVEL 1H Verbal Concepts (CTB)	2	1	2	0	0	1	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	1	0	1	0	0	2	0	1	0	2	P G F P
CALIFORNIA SHORT-FORM TEST OF MENTAL MATURITY - LEVEL 2 Verbal Concepts (CTB)	2	1	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	0	2	2	1	1	2	1	1	1	0	1	1	0	0	0	0	1	0	2	P G F P
CALIFORNIA TEST OF MENTAL MATURITY - LEVEL 1 Language (CTB)	2	1	1	0	0	0	0	0	1	0	1	1	1	1	1	0	0	1	2	1	1	1	2	1	1	1	0	1	1	1	0	0	0	1	0	2	P F F P
CALIFORNIA TEST OF MENTAL MATURITY - LEVEL 1 Verbal Concepts (CTB)	2	1	2	0	0	0	0	0	1	0	1	1	1	1	1	0	1	1	2	1	1	1	2	1	1	1	0	1	1	1	0	0	0	1	0	2	P F F P
CALIFORNIA TEST OF MENTAL MATURITY - LEVEL 2 Language (CTB)	2	1	1	0	0	0	0	1	1	0	1	1	1	1	0	1	0	0	1	2	1	0	2	1	1	1	0	1	1	1	0	0	0	1	0	2	P F F P
CALIFORNIA TEST OF MENTAL MATURITY - LEVEL 2 Verbal Concepts (CTB)	2	1	2	0	0	0	0	1	1	0	1	1	1	1	1	1	0	0	2	2	1	1	2	1	1	1	0	1	1	1	0	0	0	1	0	2	P F G P
CANADIAN COGNITIVE ABILITIES TEST - PRIMARY 2 (TNS)	1	1	1	2	0	0	0	1	1	0	1	1	1	1	1	0	1	1	2	2	1	0	2	1	1	1	0	0	1	1	0	3	0	0	3	2	P F F F
CANADIAN COGNITIVE ABILITIES TEST, MULTILEVEL EDITION - LEVEL A Verbal Battery (TNS)	0	1	1	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	2	2	1	0	2	1	1	0	0	0	1	1	0	0	0	1	3	2	P G F P
CANADIAN COGNITIVE ABILITIES TEST, MULTILEVEL EDITION - LEVEL B Verbal Battery (TNS)	0	1	1	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	2	2	1	0	2	1	1	0	0	0	1	1	0	0	0	1	3	2	P G F P
COOPERATIVE INTER-AMERICAN TESTS, TESTS OF GENERAL ABILITY: PRIMARY Association (GTA)	0	1	2	0	0	0	0	1	1	0	1	1	1	1	1	0	1	0	2	2	1	1	2	0	0	0	0	0	1	0	0	0	0	1	0	0	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	TOTAL LETTER GRADES
	Item Selection	% Goal Assessed	% Items Unbiased	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	[illegible]	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-3	0-3	0-1	0-3	0-2	[illegible]
COOPERATIVE INTER-AMERICAN TESTS, TESTS OF GENERAL ABILITY: PRIMARY Oral Vocabulary (GTA)	0	0	2	0	0	0	0	1	1	0	1	1	1	1	1	0	1	1	2	2	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
COOPERATIVE INTER-AMERICAN TESTS, TESTS OF GENERAL ABILITY: PRIMARY Total (GTA)	0	1	1	0	0	0	0	1	1	0	1	1	1	1	1	0	1	0	2	2	1	1	2	0	1	1	0	0	1	0	0	0	0	0	0	1	P F F P
CRICHTON VOCABULARY SCALE (NFER)	0	0	2	0	0	2	0	0	1	0	1	1	0	0	1	1	1	1	2	0	1	1	0	1	1	0	1	0	1	1	3	0	0	0	3	0	P F P P
DENNIS TEST OF SCHOLASTIC APTITUDE - FORM II (GRADES 4-6) (WHD)	0	1	1	0	0	0	0	1	1	0	1	1	1	0	0	0	1	1	2	2	1	1	2	0	1	1	0	0	1	0	0	0	0	0	0	2	P F F P
DENNIS TEST OF SCHOLASTIC APTITUDE, FORM 3 (GRADES 4-8) (WHD)	0	1	1	0	0	0	0	1	1	0	1	1	1	0	0	0	1	1	2	2	1	0	1	0	1	1	0	0	1	1	0	0	0	0	0	2	P F F P
DENNIS VOCABULARY TEST (WHD)	0	1	2	0	0	0	0	1	1	0	1	0	0	0	1	0	1	1	2	0	1	1	0	0	0	1	1	0	1	0	0	0	0	0	0	2	P F P P
DETROIT TEST OF LEARNING APTITUDE Orientation (BMC)	0	1	1	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	2	0	0	1	0	1	1	0	1	0	0	0	0	0	0	0	0	2	P F P P
DETROIT TEST OF LEARNING APTITUDE Pictorial Opposites (BMC)	0	0	2	0	0	0	0	0	1	0	1	1	0	1	0	0	1	1	2	0	0	1	2	1	1	0	1	0	0	0	0	0	0	1	0	2	P F P P
DETROIT TEST OF LEARNING APTITUDE Social Adjustment B (BMC)	0	1	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	0	1	0	1	1	0	1	0	0	0	0	0	0	0	0	2	P F P P
DETROIT TEST OF LEARNING APTITUDE Verbal Opposites (BMC)	0	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	0	1	0	1	1	0	1	0	0	0	0	0	0	0	0	1	P G P P
DOS AMIGOS VERBAL LANGUAGE SCALES English (ATP)	2	1	2	0	1	0	0	0	1	0	1	1	0	0	1	1	1	1	2	0	0	1	0	1	1	0	1	0	1	1	0	0	0	0	3	2	P F P P
DURRELL LISTENING - READING SERIES: INTERMEDIATE LEVEL Listening Test Total (HBJ)	3	1	1	0	0	0	0	1	1	0	1	1	1	1	1	1	0	1	1	2	1	0	2	1	1	1	0	1	1	2	0	3	0	0	3	2	P F G F
DURRELL LISTENING - READING SERIES: INTERMEDIATE LEVEL Listening Test Vocabulary (HBJ)	3	1	2	0	0	1	0	1	0	0	1	1	1	1	1	1	0	1	1	2	1	1	2	1	1	1	0	1	1	2	0	2	0	0	3	2	P F G P
DVORAK-VAN WAGENEN DIAGNOSTIC EXAMINATION OF SILENT READING ABILITIES - INTERMEDIATE DIVISION Range of Information (VWPERL)	0	1	2	0	0	0	0	1	1	0	0	1	1	1	0	1	1	1	2	2	1	1	2	0	0	1	0	0	1	0	0	0	0	0	0	0	P F F P
EARLY SCHOOL PERSONALITY QUESTIONNAIRE Dull vs. Bright (IPAT)	1	1	2	0	0	0	0	0	2	0	1	1	1	1	1	0	1	1	2	1	1	0	2	1	0	1	0	0	1	1	0	0	0	0	1	1	P F F P
EDUCATIONAL DEVELOPMENT SERIES - ELEMENTARY LEVEL Solving Everyday Problems (STS)	1	1	2	0	0	2	0	1	0	0	1	1	1	1	1	1	1	0	2	2	1	1	2	1	1	1	0	0	1	1	1	3	0	1	3	1	P F F F
EDUCATIONAL DEVELOPMENT SERIES - LOWER PRIMARY Total Ability (STS)	0	1	1	0	0	0	0	1	1	0	1	1	1	1	1	1	1	1	2	2	1	0	2	1	1	1	0	0	1	0	0	2	0	1	0	2	P G F P
EDUCATIONAL DEVELOPMENT SERIES - LOWER PRIMARY Verbal (STS)	0	1	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	0	1	0	0	2	0	1	0	2	P G F P

ELEMENTARY GOAL / TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Clearance			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-2	0-2	0-2	0-2	0-3	0-3	0-3	0-1	0-3	0-2	[illegible]
EDUCATIONAL DEVELOPMENT SERIES - UPPER PRIMARY Total Ability (STS)	0	1	1	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	0	2	0	1	1	0	0	1	0	0	3	0	1	3	2	P G F F
EDUCATIONAL DEVELOPMENT SERIES - UPPER PRIMARY Verbal (STS)	0	1	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	2	0	1	1	0	0	1	0	0	2	0	1	2	2	P G F P
FULL-RANGE PICTURE VOCABULARY TEST (PTS)	0	1	2	0	0	0	0	0	1	0	1	0	0	0	1	0	1	1	1	0	1	1	0	0	1	1	1	0	0	0	0	0	0	0	3	2	P P P P
GESELL DEVELOPMENTAL KIT Initial Interview (WPS)	0	0	1	0	0	0	0	0	0	0	0	0	1	0	0	1	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
GESELL DEVELOPMENTAL KIT Right and Left Naming Parts of Body (WPS)	1	0	2	0	1	0	0	0	1	1	1	1	1	0	1	1	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
GILLILAND LEARNING POTENTIAL EXAMINATION Non Cultural and Non Reading (MRP)	0	2	1	0	0	0	0	0	1	0	0	1	0	0	0	0	1	1	2	2	1	1	1	0	1	0	1	0	1	0	0	0	0	0	0	1	P P F P
GILLILAND LEARNING POTENTIAL EXAMINATION Predicted Comprehension (MRP)	0	1	1	0	0	0	0	0	1	0	0	1	0	0	0	0	1	1	2	2	1	1	1	0	1	0	1	0	1	0	0	0	0	0	1	1	P P F P
GILLILAND LEARNING POTENTIAL EXAMINATION Primary (MRP)	0	1	1	0	0	0	0	0	1	0	0	1	0	0	0	0	1	1	2	2	1	1	1	0	1	0	1	0	1	0	0	0	0	0	1	1	P P F P
GILLILAND LEARNING POTENTIAL EXAMINATION Quick Score (MRP)	0	2	1	0	0	0	0	0	1	0	0	1	0	0	0	0	1	1	2	2	1	1	1	0	1	0	1	0	1	0	0	0	0	0	0	1	P P F P
GILLILAND LEARNING POTENTIAL EXAMINATION Total Test (MRP)	0	2	1	0	0	0	0	0	1	0	0	1	0	0	0	0	1	1	2	0	1	1	1	0	1	0	1	0	1	0	0	0	0	0	0	1	P P P P
GROUP DIAGNOSTIC READING APTITUDE AND ACHIEVEMENT TESTS Language Test: Vocabulary (CHN)	0	0	2	0	0	0	0	1	1	0	1	1	1	1	1	1	1	1	2	2	1	1	1	0	1	0	0	0	1	2	0	0	0	0	0	1	P G F P
ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES, REVISED Auditory Reception (WPS)	1	0	2	1	1	0	0	0	1	0	1	0	0	1	1	1	1	1	2	0	0	1	0	1	0	1	0	0	0	1	1	2	0	0	1	2	P F P P
ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES, REVISED Composite (WPS)	1	1	0	1	1	1	0	0	1	0	1	0	0	0	1	0	1	1	1	0	0	0	0	1	0	1	0	0	0	1	2	3	0	0	3	2	P P P F
ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES, REVISED Manual Expression (WPS)	1	1	2	1	1	0	0	0	0	0	1	1	1	1	1	1	1	1	2	0	0	1	0	1	0	1	0	0	0	1	1	2	0	0	0	2	P F P P
ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES, REVISED Verbal Expression (WPS)	1	0	2	1	1	1	0	0	2	0	1	1	1	1	1	1	1	1	2	0	0	1	0	1	0	1	0	0	0	1	1	2	0	0	3	2	P G P F
INITIAL LEARNING ASSESSMENT Concept Formation (ATP)	0	0	1	0	0	0	0	0	2	0	1	0	0	0	0	0	1	1	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
INITIAL LEARNING ASSESSMENT Symbolic Development (ATP)	0	0	1	0	0	0	0	0	2	0	1	0	0	0	0	0	1	1	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
IOWA TESTS OF BASIC SKILLS, PRIMARY, FORMS 5 AND 6 - LEVEL 8 Listening (HMC)	3	1	1	0	0	0	0	1	2	2	1	1	0	0	1	0	1	1	2	2	1	1	2	1	1	0	0	0	1	1	0	0	0	0	3	2	P G F P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evolutional				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-3	0-3	0-1	0-3	0-2	[illegible]
KAHN TEST OF SYMBOL ARRANGEMENT Naming (PTS)	1	0	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
KAHN TEST OF SYMBOL ARRANGEMENT Objects Over (PTS)	1	0	0	0	0	0	0	0	2	0	[illegible]	1	0	0	1	1	1	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
KAHN TEST OF SYMBOL ARRANGEMENT Symbol Pattern Score (Number Element) (PTS)	1	0	0	0	0	1	0	0	2	0	1	1	0	0	1	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
LORGE-THORNDIKE INTELLIGENCE TESTS, MULTI-LEVEL EDITION - LEVEL A Verbal Battery (HMC)	2	1	1	0	0	2	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	1	1	1	0	3	3	1	3	2	P G G G
LORGE-THORNDIKE INTELLIGENCE TESTS, MULTI-LEVEL EDITION - LEVEL B Nonverbal Battery (HMC)	2	1	2	0	0	2	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	1	1	1	0	3	2	1	3	2	P G G F
LORGE-THORNDIKE INTELLIGENCE TESTS, MULTI-LEVEL EDITION - LEVEL B Verbal Battery (HMC)	2	1	1	0	0	2	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	1	1	1	0	3	3	1	3	2	P G G G
LORGE-THORNDIKE INTELLIGENCE TESTS, VERBAL BATTERY - LEVEL 3 (HMC)	2	1	1	0	0	2	2	1	1	0	1	1	1	1	1	1	1	1	2	2	1	0	2	1	1	1	0	1	1	1	0	0	0	1	3	1	F G F P
McCARTHY SCALES OF CHILDREN'S ABILITIES Verbal (PC)	1	2	1	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	2	0	1	0	0	1	0	1	0	1	0	1	2	2	0	0	3	1	P F P F
MILL HILL VOCABULARY SCALE Oral Definitions Form (NFER)	0	1	2	0	0	0	0	0	0	0	0	1	0	0	1	1	1	1	2	0	0	1	0	0	1	0	1	0	1	0	0	0	0	0	3	0	P P P P
OTIS QUICK-SCORING MENTAL ABILITY TESTS - ALPHA TEST Verbal (HBJ)	1	1	2	0	1	0	0	1	1	0	1	1	1	1	1	0	1	1	1	2	1	1	2	1	1	0	1	0	1	1	0	0	2	1	0	2	P F F P
PEABODY INDIVIDUAL ACHIEVEMENT TEST General Information (AGS)	2	1	2	0	0	2	0	1	1	0	1	1	1	1	1	1	1	1	2	0	1	1	0	1	1	1	1	1	1	1	2	0	0	0	3	2	P G F P
PEABODY INDIVIDUAL ACHIEVEMENT TEST Total Test (AGS)	2	1	0	0	0	2	0	1	1	0	1	1	1	1	1	1	1	1	2	0	1	1	0	1	1	1	1	1	1	1	3	0	0	0	3	2	P G F F
PEABODY PICTURE VOCABULARY TEST (AGS)	3	1	2	0	0	0	0	0	2	2	1	1	1	1	1	1	1	1	2	0	1	1	1	1	1	1	1	0	1	0	0	0	2	0	3	2	P G F P
PICTORIAL TEST OF INTELLIGENCE Information and Comprehension (HMC)	2	1	2	1	1	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	0	1	2	1	1	0	0	1	0	0	0	0	0	1	0	1	P F P P
PICTORIAL TEST OF INTELLIGENCE Picture Vocabulary (HMC)	2	1	2	1	1	0	0	0	2	0	1	1	1	1	0	1	1	1	2	0	0	1	2	1	1	0	0	1	0	0	0	0	0	1	0	1	P F P P
PICTORIAL TEST OF INTELLIGENCE Total Raw Score (HMC)	2	1	0	0	1	0	0	0	1	0	1	1	1	0	1	1	1	1	2	0	0	0	2	1	1	1	0	1	0	0	0	2	0	1	0	1	P F P P
PRESCRIPTIVE TEACHING SERIES Visual-Motor Skills (PEI)	1	0	1	0	0	0	0	0	0	0	0	1	0	0	1	1	0	1	1	0	1	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	P P P P
PRESSEY INTERMEDIATE CLASSIFICATION TEST (BMC)	0	1	1	0	0	0	0	0	0	0	1	1	0	1	0	1	1	0	2	2	1	1	2	1	1	0	0	0	1	0	0	0	0	1	0	1	P P F P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evolutional				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-3	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-3	0-3	0-1	0-3	0-2	G-P
PRESSEY INTERMEDIATE VERIFYING TEST (BMC)	0	1	2	0	0	0	0	0	1	0	1	0	1	1	0	1	1	0	2	2	1	1	2	0	1	0	0	0	1	0	0	0	0	1	1	2	P F F P
PRIMARY MENTAL ABILITIES - GRADES 2-4 Total (SRA)	1	1	1	0	0	1	2	1	1	0	0	1	0	1	0	0	1	1	2	1	1	0	2	1	1	1	1	1	1	0	3	0	0	0	3	2	P F F F
PRIMARY MENTAL ABILITIES - GRADES 2-4 Verbal Meaning (SRA)	1	1	2	0	0	1	2	1	1	0	1	1	1	1	1	0	1	1	2	1	1	1	2	1	1	1	1	1	1	0	3	0	0	0	1	2	P F F P
PRIMARY MENTAL ABILITIES - GRADES 4-6 Verbal Meaning (SRA)	1	1	2	0	0	1	2	1	1	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	1	1	0	3	0	0	1	3	2	P G F F
PUBLIC SCHOOL PRIMARY INTELLIGENCE TEST Reading Aptitude Total (BMC)	0	1	1	0	0	0	0	0	1	0	0	0	0	1	0	0	1	0	2	2	1	1	1	0	1	1	0	0	1	1	0	0	0	1	0	2	P P F P
PUBLIC SCHOOL PRIMARY INTELLIGENCE TEST Reading Aptitude Word Information (BMC)	0	1	1	0	0	0	0	0	1	0	1	0	1	1	0	0	1	0	2	2	1	1	1	0	1	1	0	0	1	1	0	0	0	1	0	2	P P F P
PUBLIC SCHOOL PRIMARY INTELLIGENCE TEST Reasoning Missing Parts, Absurdities (BMC)	0	0	2	0	0	0	0	0	1	0	1	1	0	1	0	0	1	0	2	2	1	1	0	0	1	1	0	0	1	1	0	0	0	1	0	2	P P F P
PUBLIC SCHOOL PRIMARY INTELLIGENCE TEST Total (BMC)	0	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1	0	1	2	1	0	0	0	1	1	0	0	1	1	0	0	0	0	0	2	P P P P
QUICK SCREENING SCALE OF MENTAL DEVELOPMENT Speech and Language (PA)	1	0	2	0	0	0	0	0	2	0	1	1	0	0	0	0	1	1	2	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	P F P P
QUICK TEST (PTS)	3	1	2	0	0	0	0	0	0	0	1	1	0	0	1	0	1	1	2	0	0	1	2	0	1	1	1	0	0	1	0	0	0	0	0	0	P P P P
QUICK WORD TEST: ELEMENTARY LEVEL - FORM AM (HBJ)	3	1	2	0	0	0	0	1	2	2	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	1	1	1	0	2	0	0	3	2	P G G P
ROSNER PERCEPTUAL SURVEY Rosner-Richman Perceptual Survey General Adjustment Responses (LRDC)	0	0	1	0	0	0	0	0	1	0	0	1	1	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	1	0	0	P F P P
SERIES OF EMERGENCY SCALES - SCALE B (PC)	1	1	2	0	0	0	0	0	1	0	1	1	0	0	0	1	1	1	2	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
SERIES OF EMERGENCY SCALES - SCALE C (PC)	1	1	2	0	0	0	0	0	1	0	1	1	0	0	0	1	1	1	2	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
SERIES OF EMERGENCY SCALES - SCALE D (PC)	1	1	1	0	0	0	0	0	1	0	1	1	0	0	1	1	1	1	2	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
SHIPLEY INSTITUTE OF LIVING SCALE Vocabulary (SA)	0	1	2	0	0	0	0	0	0	0	1	1	1	0	0	1	1	0	2	2	1	1	1	0	0	1	0	0	1	0	0	0	0	0	0	0	P P P P
SHORT FORM TEST OF ACADEMIC APTITUDE - LEVEL 2 Language (CTB)	2	1	1	0	0	2	0	1	2	1	1	1	1	1	1	1	1	0	2	2	1	1	2	1	1	1	1	1	1	1	0	3	1	1	2	2	P G G F
SHORT FORM TEST OF ACADEMIC APTITUDE - LEVEL 2 Vocabulary (CTB)	2	1	2	0	0	2	0	1	2	2	1	1	1	1	1	1	1	0	2	2	1	1	2	1	0	0	0	1	1	1	0	2	0	1	0	0	P G F P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATING	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evolutional				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
SHORT TEST OF EDUCATIONAL ABILITY - LEVELS 3-4 Level 3 (SRA)	0	1	2	0	0	2	0	1	2	0	1	1	1	1	0	1	1	1	2	2	1	1	2	1	1	1	0	1	1	0	0	2	0	1	3	2	PGFF
SLINGERLAND SCREENING TESTS FOR IDENTIFYING CHILDREN WITH SPECIFIC LANGUAGE DISABILITY - FORM B Teacher Observation and Information Inventory (EPS)	0	0	0	0	0	0	0	0	1	0	1	1	0	0	0	1	1	1	1	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	PPPP
SLINGERLAND SCREENING TESTS FOR IDENTIFYING CHILDREN WITH SPECIFIC LANGUAGE DISABILITY - FORM C Teacher Observation and Information Inventory (EPS)	0	0	0	0	0	0	0	0	2	0	1	1	0	0	0	1	1	1	1	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	PFPP
SLOSSON INTELLIGENCE TEST FOR CHILDREN AND ADULTS (SEP)	1	1	1	0	0	2	0	1	2	0	1	1	1	0	1	1	1	1	2	0	1	1	0	1	1	1	1	0	1	1	0	0	0	0	0	2	PGFP
STANFORD ACHIEVEMENT TEST - INTERMEDIATE LEVEL I - Vocabulary (HBJ)	3	1	1	0	0	0	0	1	1	2	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	1	1	2	0	0	0	1	3	2	PGGP
STANFORD ACHIEVEMENT TEST - PRIMARY LEVEL II Vocabulary (HBJ)	3	1	2	0	0	0	0	1	2	1	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	1	1	2	0	2	0	1	1	2	PGGP
STANFORD ACHIEVEMENT TEST - PRIMARY LEVEL III Vocabulary (HBJ)	3	1	2	0	0	0	0	1	2	2	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	1	1	2	0	2	0	1	2	2	PGGP
STANFORD-BINET INTELLIGENCE SCALE (HMC)	2	2	1	0	0	1	0	1	1	0	1	1	1	0	1	1	1	1	2	0	0	0	0	1	1	1	1	1	0	0	0	0	0	0	3	2	PFPP
TERRITORIAL DECENTRATION TEST Territorial Inclusion Using Props (JPS)	2	0	2	0	0	0	0	0	2	0	1	1	0	0	0	0	1	1	0	0	1	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	PPPP
TERRITORIAL DECENTRATION TEST Territorial Inclusion Using Written Symbols (JPS)	2	0	2	0	0	0	0	0	2	0	1	1	0	0	0	0	1	1	0	0	1	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	PPPP
TERRITORIAL DECENTRATION TEST Verbal Territorial Identification (JPS)	2	0	2	0	0	0	0	0	2	0	1	1	0	0	0	0	1	1	2	0	1	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	PFPP
TERRITORIAL DECENTRATION TEST Verbal Territorial Relationship (JPS)	2	0	2	0	0	0	0	0	2	0	1	1	0	0	0	0	1	1	2	0	1	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	PFPP
TEST OF GENERAL ABILITY, INTER-AMERICAN SERIES: LEVEL 2 Total (GTA)	1	1	1	0	0	2	0	1	2	0	1	1	1	1	1	0	1	0	2	2	1	0	2	0	1	0	0	0	1	0	0	0	2	0	3	1	PFPP
TEST OF GENERAL ABILITY, INTER-AMERICAN SERIES: LEVEL 2 Verbal - Numerical (GTA)	1	1	1	0	0	1	0	1	2	0	1	1	1	1	1	0	1	1	2	2	1	1	2	0	1	0	0	0	1	0	0	0	2	0	3	1	PGFP
TESTS OF GENERAL ABILITY - GRADES 2 TO 4 Information (SRA)	3	1	1	0	0	0	0	0	1	0	1	1	1	1	1	0	1	1	2	2	1	1	2	1	1	1	0	0	1	1	0	2	0	1	1	2	PFFP
TESTS OF GENERAL ABILITY - GRADES 4 TO 6 Verbal (SRA)	3	1	1	0	0	1	0	0	1	0	0	1	1	1	1	0	1	1	2	2	1	1	2	1	1	1	0	0	1	1	0	2	0	1	0	0	PFFP
VERBAL LANGUAGE DEVELOPMENT SCALE (AGS)	1	1	0	0	1	0	0	0	1	0	1	1	0	0	1	1	1	1	2	0	1	1	0	1	0	1	1	0	1	0	0	0	0	0	0	2	PFPP
WECHSLER INTELLIGENCE SCALE FOR CHILDREN - REVISED Comprehension (PC)	1	1	2	1	0	1	0	0	2	0	1	1	1	0	1	1	1	1	2	0	0	1	0	1	1	0	1	1	0	0	0	2	0	0	3	2	PFPP

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-3	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-3	0-3	0-1	0-3	0-2	[illegible]
WECHSLER INTELLIGENCE SCALE FOR CHILDREN - REVISED Information (PC)	1	0	2	0	0	1	0	0	2	0	1	1	0	0	1	1	1	1	2	0	0	1	0	1	1	0	1	1	0	0	0	2	0	0	3	2	P F P P
WECHSLER INTELLIGENCE SCALE FOR CHILDREN - REVISED Picture Arrangement (PC)	1	1	2	1	0	0	0	0	2	0	1	1	1	1	1	0	1	1	1	0	0	1	1	1	1	0	1	1	0	0	0	2	0	1	3	1	P F P P
WECHSLER INTELLIGENCE SCALE FOR CHILDREN - REVISED Picture Completion (PC)	1	0	2	0	0	1	0	0	1	0	1	1	1	0	1	0	1	1	2	0	0	1	2	1	1	0	1	1	0	0	0	2	0	1	3	2	P F P F
WECHSLER INTELLIGENCE SCALE FOR CHILDREN - REVISED Verbal Score (PC)	1	2	0	0	0	1	0	0	2	0	1	1	0	0	1	1	1	1	2	0	0	0	0	1	1	0	1	1	0	0	0	3	0	0	3	2	P F P F
WECHSLER INTELLIGENCE SCALE FOR CHILDREN - REVISED Vocabulary (PC)	1	1	2	1	0	1	0	0	2	0	1	1	1	0	1	1	1	1	2	0	0	1	0	1	1	0	1	1	0	0	0	2	0	0	3	1	P F P P
WIDE RANGE INTELLIGENCE AND PERSONALITY TEST Language Factor (GAD)	0	1	1	0	0	0	0	0	1	0	0	0	1	0	0	0	0	0	2	2	1	1	1	0	0	1	0	0	1	1	0	0	0	0	0	0	P P F P
WIDE RANGE INTELLIGENCE AND PERSONALITY TEST Verbal Reasoning (GAD)	0	1	2	0	0	0	0	0	2	0	1	1	1	1	0	1	1	0	2	2	1	1	1	0	0	1	0	0	1	0	0	0	0	1	2	1	P F P P
WORD DISTANCE SCALE Connotative Distance (IDS)	0	0	2	0	0	0	0	0	2	0	1	1	0	1	1	0	1	1	2	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
WORD DISTANCE SCALE Connotative Strength (IDS)	0	0	2	0	0	0	0	0	2	0	1	1	0	1	1	0	1	1	2	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
WORD DISTANCE SCALE Discrepancy Score (IDS)	0	0	2	0	0	0	0	0	2	0	1	1	0	1	1	0	1	1	2	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
WORD PICTURE IDENTIFICATION (IDS)	0	0	2	0	0	0	0	1	0	0	0	1	1	0	0	0	1	1	2	0	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
WORD UTILITY TEST (IDS)	0	1	2	0	0	0	0	1	0	0	0	0	1	1	0	0	1	1	2	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
8C. Logical Reasoning																																					
A.C.E.R. JUNIOR NON-VERBAL TEST (ACER)	3	1	2	2	0	1	0	1	2	0	1	1	1	1	1	0	1	0	2	2	1	0	2	1	1	0	0	0	1	0	0	3	0	0	1	2	F F F P
ACER JUNIOR A TEST (ACER)	0	2	2	0	0	0	0	1	2	0	1	1	1	1	0	0	0	1	2	2	1	1	1	1	1	1	0	0	1	0	0	3	2	1	1	2	P F F F
ANALYSIS OF LEARNING POTENTIAL - ELEMENTARY BATTERY General Composite Score (HBJ)	2	2	1	0	0	2	0	1	1	0	1	1	1	1	1	1	1	0	2	2	1	0	2	1	1	0	0	1	1	1	0	3	2	1	3	2	P F F F
ANALYSIS OF LEARNING POTENTIAL - ELEMENTARY BATTERY Index of Learning Potential Score (HBJ)	2	2	1	0	0	2	0	1	1	0	1	1	1	1	1	1	1	0	2	2	1	0	2	1	1	0	1	1	1	1	0	3	2	1	3	2	P F F F
ARTHUR POINT SCALE OF PERFORMANCE TEST, REVISED FORM II Healy Picture Completion Test II (PC)	0	1	2	0	0	0	0	0	1	0	1	1	0	0	1	0	1	1	2	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	2	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-3	0-3	0-1	0-3	0-2	GFP
CALIFORNIA SHORT-FORM TEST OF MENTAL MATURITY - LEVEL 1H Numerical Reasoning (CTB)	2	1	1	0	0	1	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	1	0	1	0	0	2	0	1	0	2	P G F P
CALIFORNIA SHORT-FORM TEST OF MENTAL MATURITY - LEVEL 2 Non-Language (CTB)	2	1	1	0	0	0	0	1	1	0	1	1	0	1	0	0	1	0	2	2	1	1	2	1	1	1	0	1	1	1	1	0	1	1	0	2	P F G P
CALIFORNIA TEST OF MENTAL MATURITY - LEVEL 2 Numerical Reasoning (CTB)	2	1	1	0	0	0	0	1	1	0	1	1	1	1	0	1	1	1	2	2	1	1	2	1	1	1	0	1	1	1	0	0	0	1	0	2	P F G P
CANADIAN COGNITIVE ABILITIES TEST, MULTILEVEL EDITION - LEVEL A Quantitative Battery (TNS)	0	1	1	0	0	0	0	1	1	0	1	1	1	1	0	1	1	1	2	2	1	0	2	1	1	0	0	0	1	1	0	0	0	1	3	2	P F F P
CANADIAN COGNITIVE ABILITIES TEST, MULTILEVEL EDITION - LEVEL B Quantitative Battery (TNS)	0	1	1	0	0	0	0	1	1	0	1	1	1	1	0	1	1	1	2	2	1	0	2	1	1	0	0	0	1	1	0	0	0	1	3	2	P F F P
CATTELL CULTURE FAIR INTELLIGENCE TEST - SCALE 2 Total I (BMC)	1	1	2	0	0	0	0	1	1	0	1	1	1	1	1	1	1	0	2	2	1	1	2	1	1	1	1	0	1	0	0	0	0	1	3	2	P F F P
CATTELL CULTURE FAIR INTELLIGENCE TEST - SCALE 2 Total I and II (BMC)	1	1	2	0	0	0	0	1	1	0	1	1	1	1	1	1	1	0	2	2	1	0	2	1	1	1	1	0	1	0	0	0	0	1	3	2	P F F P
CATTELL CULTURE FAIR INTELLIGENCE TEST - SCALE 2 Total II (BMC)	1	1	2	0	0	0	0	1	1	0	1	1	1	1	1	1	1	0	2	2	1	1	2	1	1	1	1	0	1	0	0	0	0	1	3	2	P F F P
CHILDREN'S PERSONALITY QUESTIONNAIRE (WHAT YOU DO AND WHAT YOU THINK) Dull vs. Bright (IPAT)	2	1	1	1	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	0	2	1	1	1	0	0	0	0	0	0	0	1	0	2	P G F P
COGNITIVE ABILITIES TEST, MULTILEVEL EDITION - LEVEL A Quantitative Battery (HMC)	2	1	1	2	0	2	2	1	2	2	1	1	1	1	1	1	1	1	1	2	1	1	2	1	1	0	1	1	1	1	1	3	0	1	3	2	F G G F
COGNITIVE ABILITIES TEST, MULTILEVEL EDITION - LEVEL B Quantitative Battery (HMC)	2	1	1	0	0	2	0	1	2	2	1	1	1	1	1	1	1	1	1	2	1	1	2	1	1	0	1	1	1	1	1	3	0	1	3	2	P G G F
COGNITIVE ABILITIES TEST, MULTILEVEL EDITION - LEVEL C Quantitative Battery (HMC)	2	1	1	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	1	2	1	1	2	1	1	0	1	1	1	1	1	0	0	1	3	2	P G G P
COLOURED PROGRESSIVE MATRICES - SETS A, AB, B (WPS)	3	1	1	0	0	1	0	0	2	2	1	1	1	1	1	1	1	1	2	0	0	1	2	1	1	0	1	0	0	1	0	0	0	0	0	0	P G P P
COOPERATIVE INTER-AMERICAN TESTS, TESTS OF GENERAL ABILITY: INTERMEDIATE Nonverbal (GTA)	0	2	2	0	0	0	0	1	1	0	0	1	1	1	0	0	1	0	2	2	1	1	2	0	0	0	0	0	1	0	0	0	0	1	0	0	P F P P
COOPERATIVE INTER-AMERICAN TESTS, TESTS OF GENERAL ABILITY: INTERMEDIATE Total (GTA)	0	2	2	0	0	0	0	1	1	0	0	1	1	1	0	0	1	0	2	2	1	1	2	0	0	0	0	0	1	0	0	0	0	1	0	0	P F P P
COOPERATIVE INTER-AMERICAN TESTS, TESTS OF GENERAL ABILITY: INTERMEDIATE Verbal (GTA)	0	1	2	0	0	0	0	1	1	0	1	1	1	1	0	0	1	0	2	2	1	1	2	0	0	0	0	0	1	0	0	0	0	1	0	0	P F P P
CORNELL CRITICAL THINKING TEST SERIES, CORNELL CLASS-REASONING TEST (DEPS)	0	1	2	0	0	0	0	1	1	0	0	0	1	1	1	0	1	1	2	2	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DVORAK-VAN WAGENEN DIAGNOSTIC EXAMINATION OF SILENT READING ABILITIES - INTERMEDIATE DIVISION Perception of Relations (VWPERL)	0	1	2	0	0	0	0	1	1	0	1	1	1	1	0	1	1	1	2	2	1	1	2	0	0	1	0	0	1	0	0	0	0	0	0	0	P F F P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-F-P
ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES, REVISED Auditory Association (WPS)	1	1	2	1	1	1	0	0	1	0	1	1	0	1	1	1	1	1	2	0	0	1	0	1	0	1	0	0	0	1	1	2	0	0	1	2	P F P P
ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES, REVISED Visual Association (WPS)	1	0	2	1	1	1	0	0	2	0	1	1	1	1	1	1	1	1	2	0	0	1	2	1	0	1	0	0	0	1	1	2	0	1	1	2	P G P P
KUHLMANN-FINCH TESTS - TEST III (AGS)	2	1	1	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	1	1	1	1	1	1	0	0	0	1	0	0	2	0	1	0	2	P G P P
KUHLMANN-FINCH TESTS - TEST IV (AGS)	2	1	1	0	0	0	0	1	2	0	1	1	1	1	1	0	1	1	2	1	1	1	1	1	1	0	0	0	1	0	0	2	0	1	0	2	P G P P
LORGE-THORNDIKE INTELLIGENCE TESTS, MULTI-LEVEL EDITION - LEVEL A Nonverbal Battery (HMC)	2	1	2	0	0	1	0	1	2	0	1	1	1	[illegible]	1	1	1	1	2	2	1	1	2	1	1	1	0	1	1	1	0	3	2	1	3	2	P G G F
LORGE-THORNDIKE INTELLIGENCE TESTS, NON-VERBAL BATTERY - LEVEL 3 (HMC)	2	1	2	0	0	2	2	1	1	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	1	1	1	1	0	0	1	3	2	F G G P
NON-VERBAL TEST BD (NFER2)	0	1	1	0	0	0	0	0	2	0	1	0	1	1	1	1	1	0	2	2	1	1	2	1	0	1	0	0	1	0	0	3	0	1	3	2	P F F F
OTIS-LENNON MENTAL ABILITY TEST, ELEMENTARY II (HBJ)	3	1	1	0	0	2	2	1	1	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	1	1	2	3	3	3	1	3	2	F G G G
PICTURE TEST A (NFER2)	1	1	2	0	0	0	0	0	1	0	1	1	1	1	1	0	1	1	2	2	1	0	2	1	0	1	0	0	1	0	0	0	0	1	1	2	P F F P
PUBLIC SCHOOL PRIMARY INTELLIGENCE TEST Number Information Series Completion (BMC)	0	1	2	0	0	0	0	0	1	0	0	0	1	1	0	0	1	0	1	2	1	1	1	0	1	1	0	0	1	1	0	0	0	1	0	2	P P F P
SAFRAN CULTURE REDUCED INTELLIGENCE SCALE - REVISED SCALE II (CS)	1	0	2	0	0	0	0	1	1	0	1	1	1	1	0	1	1	1	2	2	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
SCHOOL AND COLLEGE ABILITY TESTS: SERIES II, FORM 4 Total (ETS)	2	1	1	0	0	2	0	1	2	0	1	1	1	1	1	1	0	0	2	2	1	0	2	1	1	1	0	1	1	0	0	3	0	1	3	2	P F F F
SCHOOL AND COLLEGE ABILITY TESTS: SERIES II, FORM 4 Verbal (ETS)	2	1	2	0	0	2	0	1	2	0	1	1	1	1	1	1	1	0	2	2	1	1	2	1	1	1	0	1	1	0	0	2	0	1	3	2	P G F F
SHIPLEY INSTITUTE OF LIVING SCALE Abstraction (SA)	0	1	2	0	0	0	0	0	0	0	1	1	0	0	1	1	1	0	2	2	1	1	1	0	0	1	0	0	1	0	0	0	0	0	0	0	P P P P
SHORT FORM TEST OF ACADEMIC APTITUDE-LEVEL 2 Analogies (CTB)	2	1	2	0	0	1	0	1	1	2	1	1	1	1	1	1	1	0	2	2	1	1	2	1	0	0	0	1	1	1	0	2	0	1	0	0	P G F P
SHORT FORM TEST OF ACADEMIC APTITUDE-LEVEL 2 Non-Language (CTB)	2	2	2	0	0	2	0	1	1	1	1	1	1	1	1	1	1	0	2	2	1	1	2	1	1	1	1	1	1	1	0	3	2	1	2	2	F G G F
SHORT FORM TEST OF ACADEMIC APTITUDE-LEVEL 2 Sequences (CTB)	2	1	2	0	0	1	0	1	2	1	1	1	1	1	1	1	1	0	2	2	1	1	2	1	0	0	0	1	1	1	0	2	0	1	0	0	P G F P
SHORT FORM TEST OF ACADEMIC APTITUDE-LEVEL 2 Total (CTB)	2	2	1	0	0	2	0	1	1	1	1	1	1	1	1	1	1	0	2	2	1	1	2	1	1	1	1	1	1	1	0	3	2	1	3	2	P G G F

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-1	0-3	0-2	[illegible]
STANDARD PROGRESSIVE MATRICES (PC)	0	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	2	1	0	2	1	1	1	1	1	1	0	0	0	0	0	0	0	P G F P
TEST OF "G": CULTURE FAIR, SCALE 2 (IPAT)	1	1	2	0	0	0	0	1	1	0	1	0	0	1	1	1	1	0	2	2	1	1	2	1	1	1	0	0	1	0	0	0	0	1	0	2	P F F P
TEST OF GENERAL ABILITY, INTER-AMERICAN SERIES: LEVEL 3 Numerical (GTA)	1	1	1	0	0	1	0	1	1	0	1	1	1	1	1	1	1	0	2	2	1	1	2	0	1	0	0	0	1	0	0	3	0	1	3	1	P F F F
TEST OF GENERAL ABILITY, INTER-AMERICAN SERIES: LEVEL 3 Total (GTA)	1	2	1	0	0	2	0	1	1	0	1	1	1	1	0	0	1	0	2	2	1	0	2	0	1	0	0	0	1	0	0	3	0	1	3	1	P F P F
TEST OF GENERAL ABILITY, INTER-AMERICAN SERIES: LEVEL 3 Verbal (GTA)	1	1	1	0	0	2	0	1	2	0	1	1	1	1	0	1	1	0	2	2	1	1	2	0	1	0	0	0	1	0	0	2	0	1	3	1	P F F P
TESTS OF GENERAL ABILITY - GRADES 4 TO 6 Reasoning (SRA)	3	1	2	0	0	1	0	0	2	0	1	1	1	1	1	1	1	0	2	2	1	1	2	1	1	1	0	0	1	1	0	2	0	1	0	0	P F F P
VERBAL TEST C (NFER)	0	0	0	0	0	0	0	1	0	0	1	0	1	1	1	1	1	0	2	2	1	0	1	0	0	1	0	0	1	0	0	0	0	1	2	2	P F P P
VERBAL TEST CD (NFER)	0	1	0	0	0	0	0	1	0	0	1	0	1	1	1	1	1	0	2	2	1	0	1	0	0	1	0	0	1	0	0	0	0	1	2	2	P F P P
VERBAL TEST D (NFER)	1	1	0	0	0	0	0	1	0	0	1	0	1	1	1	1	1	1	2	2	1	0	1	0	0	1	0	0	1	1	0	0	0	1	2	2	P F P P
WECHSLER INTELLIGENCE SCALE FOR CHILDREN - REVISED Similarities (PC)	1	0	2	0	0	1	0	0	2	0	1	1	1	1	1	1	1	1	2	0	0	1	0	1	1	0	1	1	0	0	0	2	0	0	3	2	P G P P
WIDE RANGE INTELLIGENCE AND PERSONALITY TEST Number Series (GAD)	0	1	2	0	0	0	0	0	1	0	1	1	1	1	1	1	1	0	2	2	1	1	1	0	0	1	0	0	1	0	0	0	0	1	2	1	P F P P
WIDE RANGE INTELLIGENCE AND PERSONALITY TEST Picture Reasoning (GAD)	1	1	2	0	0	0	0	0	1	0	1	1	1	1	1	0	1	0	2	2	1	1	1	0	0	1	0	0	1	0	0	0	0	1	2	1	P F P P
WIDE RANGE INTELLIGENCE AND PERSONALITY TEST Reality Factor (GAD)	0	2	1	0	0	0	0	0	1	0	0	1	0	1	1	0	1	0	2	2	1	1	1	0	0	1	0	0	1	1	0	0	0	1	0	0	P P F P
WIDE RANGE INTELLIGENCE AND PERSONALITY TEST Space Series (GAD)	0	1	2	0	0	0	0	0	1	0	1	1	1	1	1	1	1	1	2	2	1	1	1	0	0	1	0	0	1	0	0	0	0	1	0	1	P F P P
WOODCOCK READING MASTERY TESTS Word Comprehension (AGS)	2	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	1	1	0	1	1	0	1	1	0	1	0	0	0	0	0	2	P G P P
6D. Spatial Reasoning																																					
ARTHUR POINT SCALE OF PERFORMANCE TEST, REVISED FORM II Arthur Stencil Design Test I (PC)	0	1	2	0	0	0	0	0	1	0	1	1	0	1	1	1	1	1	2	0	0	0	1	0	0	0	1	0	0	0	0	0	0	0	0	2	P F P P
ARTHUR POINT SCALE OF PERFORMANCE TEST, REVISED FORM II Porteus Maze Test (Arthur Revision) (PC)	0	1	2	0	0	0	0	0	2	0	1	1	0	1	1	1	1	1	2	0	0	1	0	0	0	0	1	0	0	0	0	0	0	0	0	2	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-P
AYRES SPACE TEST (WPS)	2	1	2	1	1	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	0	1	1	1	0	0	1	0	0	1	0	3	0	0	0	2	P G P P
CALIFORNIA TEST OF MENTAL MATURITY - LEVEL 1 Spatial Relationships (CTB)	2	1	1	0	0	0	0	0	2	0	1	1	1	1	1	1	1	0	2	1	1	1	2	1	1	1	0	1	1	1	0	0	0	1	0	2	P F F P
CALIFORNIA TEST OF MENTAL MATURITY - LEVEL 2 Spatial Relationships (CTB)	2	1	1	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	1	1	1	0	0	0	1	0	2	P G G P
CANADIAN COGNITIVE ABILITIES TEST, MULTILEVEL EDITION - LEVEL A Nonverbal Battery (TNS)	0	1	1	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	2	2	1	0	2	1	1	0	0	0	1	1	0	0	0	1	3	2	P G F P
CANADIAN COGNITIVE ABILITIES TEST, MULTILEVEL EDITION - LEVEL B Nonverbal Battery (TNS)	0	1	1	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	2	2	1	0	2	1	1	0	0	0	1	1	0	0	0	1	3	2	P G F P
DETROIT TEST OF LEARNING APTITUDE Disarranged Pictures (BMC)	0	1	2	0	0	0	0	0	1	0	1	1	1	1	0	0	1	0	1	0	0	1	1	1	1	1	1	0	0	0	0	0	0	1	0	2	P P P P
ELIZUR TEST OF PSYCHO-ORGANICITY: CHILDREN AND ADULTS Blocks, Children's Form (WPS)	1	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	0	1	1	1	0	0	0	0	0	2	0	0	0	1	0	0	P G P P
HISKEY-NEBRASKA TEST OF LEARNING APTITUDE Block Patterns (MSH)	2	1	2	0	0	0	0	0	1	0	1	1	1	0	1	1	1	0	2	0	0	1	1	1	0	1	1	0	0	0	0	0	0	1	0	2	P F P P
PACIFIC DESIGN CONSTRUCTION TEST (ACER)	2	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	1	1	2	1	0	1	0	0	1	0	0	0	0	1	0	0	P G P P
PORTEUS MAZE TESTS Mental Age Score (PC)	1	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	0	1	1	1	1	0	1	1	0	1	0	0	0	0	0	0	1	P F P P
PRIMARY MENTAL ABILITIES - GRADES 2-4 Spatial Relations (SRA)	1	1	2	0	0	1	1	1	2	0	1	1	0	1	1	1	1	1	2	1	1	1	2	1	1	1	1	1	1	0	2	0	0	1	2	2	P G F P
PRIMARY MENTAL ABILITIES - GRADES 4-6 Spatial Relations (SRA)	1	1	2	0	0	1	1	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	1	1	0	1	0	0	1	3	2	P G F P
PUPIL RATING SCALE (SCREENING FOR LEARNING DISABILITIES) Orientation (GS)	1	0	1	0	2	1	0	0	2	0	1	1	0	0	1	1	1	1	1	0	1	1	2	1	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
ROSNER PERCEPTUAL SURVEY Optometric Subscales Split Form Board (LRDC)	0	0	2	0	0	0	0	0	2	0	1	1	0	0	0	0	1	1	2	0	0	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
SOUTHERN CALIFORNIA SENSORY INTEGRATION TESTS Space Visualization Accuracy Score (WPS)	1	0	2	0	0	0	0	0	2	0	1	0	0	1	1	1	0	1	2	0	0	1	2	0	0	1	1	0	0	0	0	0	0	0	0	1	P F P P
SOUTHERN CALIFORNIA SENSORY INTEGRATION TESTS Space Visualization Adjusted Score (WPS)	1	0	2	0	0	0	0	0	2	0	1	0	0	1	1	1	0	1	2	0	0	1	1	0	0	1	1	0	0	0	0	0	0	0	0	1	P F P P
STENCIL DESIGN TEST I (PC)	1	1	2	0	0	0	0	1	2	0	1	1	0	1	1	1	1	1	2	0	1	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0	P G P P
WECHSLER INTELLIGENCE SCALE FOR CHILDREN - REVISED Block Design (PC)	1	1	2	0	0	1	0	0	2	0	1	1	1	0	1	1	1	1	1	0	0	1	1	1	1	0	1	1	0	0	0	2	0	1	3	1	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	[illegible]
WECHSLER INTELLIGENCE SCALE FOR CHILDREN - REVISED Mazes (PC)	1	1	2	1	0	1	0	0	2	0	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	0	1	1	0	0	0	2	0	1	3	2	P F P F
WECHSLER INTELLIGENCE SCALE FOR CHILDREN - REVISED Object Assembly (PC)	1	1	2	0	0	1	0	0	2	0	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	0	1	1	0	0	0	2	0	1	3	2	P F P F
WECHSLER INTELLIGENCE SCALE FOR CHILDREN - REVISED Performance Score (PC)	1	2	1	0	0	1	0	0	1	0	1	1	1	0	1	0	1	1	1	0	0	0	1	1	1	0	1	1	0	0	0	3	0	1	3	2	P F P F
WIDE RANGE INTELLIGENCE AND PERSONALITY TEST Space Completion (GAD)	0	1	2	0	0	0	0	0	0	0	1	1	0	1	1	1	1	0	2	2	1	1	1	0	0	1	0	0	1	0	0	0	0	1	1	1	P F P P
9. *CREATIVITY AND JUDGMENT*																																					
BURKS' BEHAVIOR RATING SCALES Poor Intellectuality (AP)	2	0	1	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	0	1	1	1	1	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
KAHN TEST OF SYMBOL ARRANGEMENT Preferences (PTS)	1	0	0	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
9A. *Creativity*																																					
DETROIT TEST OF LEARNING APTITUDE Free Association (BMC)	0	0	2	0	0	0	0	0	2	0	1	1	0	1	1	1	1	1	2	0	0	1	1	1	1	1	1	0	0	0	0	0	0	1	0	2	P F P P
FIVE TASK TEST Ball and Field Task (WPS)	0	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
FIVE TASK TEST Projective Cut Out Task (WPS)	0	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
GESELL DEVELOPMENTAL KIT Naming of Animals (WPS)	0	0	2	0	1	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
OREGON ACADEMIC RANKING (WPS)	1	1	1	0	0	1	0	1	1	0	1	1	0	0	0	1	1	1	2	2	1	1	0	1	1	1	0	0	1	2	0	2	0	0	0	0	P F F P
SCREENING TESTS TO BE USED BY THE CLASSROOM TEACHER Naming Test (ATP)	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
TEST OF CREATIVE POTENTIAL (M)	3	0	2	1	2	0	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	0	1	1	1	1	0	1	0	1	2	1	0	1	2	F G F P
THINKING CREATIVELY WITH PICTURES Figural Elaboration (PP)	1	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	1	0	0	1	0	0	1	0	1	1	0	0	0	1	0	1	P F P P
THINKING CREATIVELY WITH PICTURES Figural Flexibility (PP)	1	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	1	0	0	1	0	0	1	0	1	1	0	0	0	1	0	1	P F P P
THINKING CREATIVELY WITH PICTURES Figural Fluency (PP)	1	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	1	0	0	1	0	0	1	0	1	1	0	0	0	1	0	1	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-2	0-2	0-1	0-2	0-2	[illegible]
THINKING CREATIVELY WITH PICTURES Figural Originality (PP)	1	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	1	0	0	1	0	0	1	0	1	1	0	0	0	1	0	1	P F P P
THINKING CREATIVELY WITH PICTURES Synthesis (PP)	1	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
THINKING CREATIVELY WITH PICTURES Title Originality (PP)	1	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
THINKING CREATIVELY WITH PICTURES Total (PP)	1	2	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	1	0	0	1	0	0	0	0	0	1	0	0	0	0	0	0	P F P P
THINKING CREATIVELY WITH PICTURES Unusual Visual Perspective (PP)	1	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
THINKING CREATIVELY WITH SOUNDS AND WORDS Onomatopoeia and Images (PP)	0	0	2	0	0	0	0	0	2	0	1	1	0	0	0	1	0	1	1	2	0	1	0	1	0	0	0	0	0	0	0	0	0	1	0	1	P P P P
THINKING CREATIVELY WITH SOUNDS AND WORDS Sounds and Images (PP)	0	0	2	0	0	0	0	0	2	0	1	1	0	0	0	1	0	1	1	2	0	1	0	1	0	0	0	0	0	0	0	0	0	1	0	1	P P P P
THINKING CREATIVELY WITH WORDS Total (PP)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	0	0	1	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
THINKING CREATIVELY WITH WORDS Verbal Elaboration (PP)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	0	1	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
THINKING CREATIVELY WITH WORDS Verbal Flexibility (PP)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	0	0	1	0	0	1	0	1	1	0	0	0	0	0	1	P F P P
THINKING CREATIVELY WITH WORDS Verbal Fluency (PP)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	0	0	1	0	0	1	0	1	1	0	0	0	0	0	1	P F P P
THINKING CREATIVELY WITH WORDS Verbal Originality (PP)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	0	0	1	0	0	1	0	1	1	0	0	0	0	0	1	P F P P
THREE-DIMENSIONAL TEST FOR VISUALIZATION SKILL Level III - Image Transformation (ATP)	0	0	1	0	0	0	0	0	0	0	1	0	0	0	0	1	0	1	1	2	1	1	0	0	0	0	0	0	1	2	0	0	0	0	0	0	P P P P
THREE-DIMENSIONAL TEST FOR VISUALIZATION SKILL Total (ATP)	0	0	1	0	0	0	0	0	0	0	1	0	0	0	0	1	0	1	1	2	1	1	0	0	0	0	0	0	1	2	0	0	0	0	0	0	P P P P
VERBAL FLUENCY TEST - GRADES 1-5 Rhyming (IDS)	0	0	2	0	0	0	0	0	2	0	1	1	1	1	0	0	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
VERBAL FLUENCY TEST - GRADES 1-5 Sentence Fluency (IDS)	0	0	2	0	0	0	0	0	2	0	1	1	1	1	0	0	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
VERBAL FLUENCY TEST - GRADES 1-5 Word Knowledge (IDS)	0	0	2	0	0	0	0	0	2	0	1	1	1	1	0	0	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
WORD ASSOCIATION TEST (IDS)	0	0	2	0	0	0	0	1	2	0	1	1	1	1	0	0	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-P
9B. Evaluative Judgment																																					
DETROIT TEST OF LEARNING APTITUDE Pictorial Absurdities (BMC)	0	0	2	0	0	0	0	0	1	0	1	1	1	0	0	0	1	1	2	0	0	1	0	1	1	0	1	0	0	0	0	0	0	0	0	2	P F P P
DETROIT TEST OF LEARNING APTITUDE Verbal Absurdities (BMC)	0	0	2	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	2	0	0	1	0	1	1	0	1	0	0	0	0	0	0	0	0	2	P F P P
HARTMAN VALUE PROFILE - AXIOGRAM (RC)	2	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
HISKEY-NEBRASKA TEST OF LEARNING APTITUDE Completion of Drawings (MSH)	2	0	2	0	0	0	0	0	1	0	1	1	1	0	1	0	1	1	2	0	0	1	1	1	0	1	1	0	0	0	0	0	0	1	0	1	P F P P
10. MEMORY																																					
BABCOCK TEST OF MENTAL EFFICIENCY Easy Tests (WPS)	0	1	2	0	0	0	0	0	1	0	1	1	1	0	0	1	1	1	2	0	0	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	P F P P
BABCOCK TEST OF MENTAL EFFICIENCY Initial Learning (WPS)	0	1	2	0	0	0	0	0	0	0	1	1	1	0	0	1	1	1	2	0	0	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	P F P P
BABCOCK TEST OF MENTAL EFFICIENCY Recall and Recognition (WPS)	0	1	2	0	0	0	0	0	1	0	1	1	0	0	0	1	1	1	2	0	0	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	P F P P
BABCOCK TEST OF MENTAL EFFICIENCY Repetition (WPS)	0	1	2	0	0	0	0	0	1	0	1	0	0	0	0	1	1	1	2	0	0	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	P P P P
BABCOCK TEST OF MENTAL EFFICIENCY Total Mental Efficiency Score (WPS)	0	2	1	0	0	0	0	0	1	0	1	1	0	0	0	1	1	1	2	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	P F P P
CALIFORNIA TEST OF MENTAL MATURITY - LEVEL 1 Memory (CTB)	2	1	2	0	0	0	0	0	2	0	1	1	1	1	0	0	1	1	1	1	1	1	2	1	1	1	0	1	1	1	0	0	0	1	0	2	P F F P
CALIFORNIA TEST OF MENTAL MATURITY - LEVEL 2 Memory (CTB)	2	1	2	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	2	1	1	2	1	1	1	0	1	1	1	0	0	0	1	1	2	P F G P
SYMPTOMATOLOGY AND IDENTIFICATION OF A CHILD WITH LEARNING DISABILITIES Memory and Thinking (PI)	0	0	1	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
UTAH TEST OF LANGUAGE DEVELOPMENT (CRA)	0	1	1	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	1	1	0	1	0	1	1	0	0	0	0	0	0	0	0	2	P F P P
10A. Rote Memory																																					
ARTHUR POINT SCALE OF PERFORMANCE TEST, REVISED FORM II Knox Cube Test (Arthur Revision) (PC)	0	1	2	0	0	0	0	0	2	0	1	0	0	0	1	1	1	1	2	0	0	1	1	0	0	0	1	0	0	0	0	0	0	0	0	2	P F P P
AUDITORY MEMORY SPAN TEST (LRA)	3	1	2	0	1	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	1	1	2	1	0	1	0	0	1	3	0	0	0	0	0	0	P G F P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-3	0-1	0-2	0-3	0-1	0-1	0-3	0-1	0-1	0-2	0-3	0-3	0-3	0-1	0-3	0-3	[illegible]
AUDITORY POINTING TEST Last Item (ATP)	2	0	2	0	1	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	1	1	1	1	1	1	1	0	1	1	0	0	0	0	3	2	P F F P
AUDITORY POINTING TEST Sequence (ATP)	2	1	2	0	1	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	1	1	1	1	1	1	1	0	1	2	0	0	0	0	3	2	P F F P
AUDITORY POINTING TEST Span (ATP)	2	0	2	0	1	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	1	1	1	1	1	1	1	0	1	2	0	0	0	0	3	2	P F F P
AUDITORY POINTING TEST Total (ATP)	2	1	2	0	1	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	1	1	1	1	1	1	1	0	1	2	0	0	0	0	3	2	P F F P
AUDITORY SEQUENTIAL MEMORY TEST (LRA)	2	1	2	0	1	1	0	0	2	0	1	1	1	1	1	1	1	1	2	0	1	1	2	1	0	1	0	0	1	2	0	0	0	0	0	0	P G F P
BABCOCK TEST OF MENTAL EFFICIENCY Easy Continuous Work (WPS)	0	1	1	0	0	0	0	0	1	0	1	1	1	0	0	1	1	1	2	0	0	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	P F P P
BABCOCK TEST OF MENTAL EFFICIENCY Recognition (WPS)	0	1	2	0	0	0	0	0	1	0	1	1	0	0	1	1	1	1	2	0	0	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	P F P P
DETROIT TEST OF LEARNING APTITUDE Auditory Attention Span for Unrelated Words (BMC)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	0	1	1	1	1	0	1	0	0	0	0	0	0	0	0	2	P F P P
DETROIT TEST OF LEARNING APTITUDE Memory for Designs (BMC)	0	1	1	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	0	1	0	1	1	0	1	0	0	0	0	0	0	0	0	2	P F P P
DETROIT TEST OF LEARNING APTITUDE Visual Attention Span for Letters (BMC)	0	1	2	0	0	0	0	0	2	0	0	1	1	0	0	1	1	1	2	0	0	[illegible]	1	1	1	0	1	0	0	0	0	0	0	0	0	2	P F P P
DETROIT TEST OF LEARNING APTITUDE Visual Attention Span for Objects (BMC)	0	1	2	0	0	0	0	0	1	0	1	1	1	0	0	0	1	1	2	0	0	1	0	1	1	0	1	0	0	0	0	0	0	0	0	2	P F P P
DEVELOPMENTAL PROFILE Academic Age (PDP)	1	0	0	0	0	0	0	0	2	1	1	1	0	0	1	1	0	1	2	0	1	0	1	1	0	0	1	0	1	0	0	0	0	0	0	0	P F P P
DIAGNOSTIC READING TEST Visual Skills A Test of Visual Perception and Visual Memory (MPC)	0	1	2	0	0	0	0	0	2	0	1	0	0	0	0	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DURRELL ANALYSIS OF READING DIFFICULTY Visual Memory - Check List of Difficulties (HBJ)	0	0	2	0	0	0	0	0	2	[illegible]	[illegible]	[illegible]	0	0	1	1	1	1	2	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DURRELL ANALYSIS OF READING DIFFICULTY Visual Memory of Words - Intermediate (HBJ)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DURRELL ANALYSIS OF READING DIFFICULTY Visual Memory of Words - Primary (HBJ)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
ELIZUR TEST OF PSYCHO-ORGANICITY: CHILDREN AND ADULTS Digits, Children's Form (WPS)	1	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	0	1	1	1	0	0	0	0	0	2	0	0	0	1	0	0	P F P P
ELIZUR TEST OF PSYCHO-ORGANICITY: CHILDREN AND ADULTS Drawings, Children's Form (WPS)	1	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	0	1	0	1	0	0	0	0	0	2	0	0	0	1	0	0	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT					COMPREHENSION			INSTRUCTIONS			FORMAT					ADMINISTRATION					INTERPRETATION						RELIABILITY						
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational	CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence	POWER/SPEED TEST	RECORDING ANSWERS	Testing Group Size	Administrator	Time	EASE OF SCORING	QUALITY OF MANUAL	Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter	CAN DECISIONS BE MADE?	Test — Retest	Internal Consistency	Alternate Form	REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
Rating Range:	0-3	0-2	0-2	0-3	0-2	0-3	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-3	0-3	0-1	0-3	0-2	G-F-P
GESELL DEVELOPMENTAL KIT Monroe Visual Tests Visual Three (WP[illegible])	0	1	1	0	1	0	0	0	2	1	1	0	0	0	1	1	1	1	1	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
GILLILAND LEARNING POTENTIAL EXAMINATION Visual Memory (M[illegible]P)	0	1	2	0	0	0	0	0	2	0	1	1	0	0	0	0	1	1	1	2	1	1	0	0	1	1	1	0	1	0	0	0	0	0	0	0	P P F P
GROUP DIAGNOSTIC READING APTITUDE AND ACHIEVEMENT TESTS Auditory Tests Letter Memory (CHN)	0	1	2	0	0	0	0	1	1	0	1	1	0	0	1	1	1	1	1	2	1	1	1	0	1	1	0	0	1	1	0	0	0	0	0	1	P F F P
GROUP DIAGNOSTIC READING APTITUDE AND ACHIEVEMENT TESTS Visual Tests Form Memory (CHN)	0	1	2	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	2	1	1	0	0	1	1	0	0	1	1	0	0	0	0	0	1	P F F P
GROUP DIAGNOSTIC READING APTITUDE AND ACHIEVEMENT TESTS Visual Tests Letter Memory (CHN)	0	1	2	0	0	0	0	0	1	0	1	1	0	0	0	1	1	1	1	2	1	1	1	0	1	1	0	0	1	1	0	0	0	0	0	1	P P F P
HISKEY-NEBRASKA TEST OF LEARNING APTITUDE Bead Patterns (MSH)	2	1	1	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	1	0	0	1	1	1	0	1	1	0	0	0	0	0	0	1	0	2	P F P P
HISKEY-NEBRASKA TEST OF LEARNING APTITUDE Memory for Color (MSH)	2	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	0	1	2	1	0	1	1	0	0	0	0	0	0	1	0	2	P F P P
HISKEY-NEBRASKA TEST OF LEARNING APTITUDE Paper Folding (MSH)	2	1	2	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	1	0	0	1	1	1	0	1	1	0	0	0	0	0	0	0	0	1	P F P P
HISKEY-NEBRASKA TEST OF LEARNING APTITUDE Total (MSH)	2	2	1	0	0	1	0	0	1	0	1	1	0	0	1	0	1	0	1	0	0	0	1	1	1	0	1	0	0	0	0	0	0	0	0	2	P P P P
HISKEY-NEBRASKA TEST OF LEARNING APTITUDE Visual Attention Span (MSH)	2	1	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	0	1	2	1	0	1	1	0	0	0	0	0	0	0	0	2	P F P P
ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES, REVISED Auditory Sequential Memory (WPS)	1	1	2	1	1	1	0	0	2	0	1	1	1	1	1	1	1	1	2	0	0	1	2	1	0	1	0	0	0	1	2	2	0	1	3	2	P G P F
ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES, REVISED Visual Sequential Memory (WPS)	1	1	2	1	1	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	0	1	1	1	0	1	0	0	0	1	1	2	0	0	3	2	P G P F
KAHN TEST OF SYMBOL ARRANGEMENT Direction (PTS)	1	0	0	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
KAHN TEST OF SYMBOL ARRANGEMENT Recall Actual Number Credited (PTS)	1	0	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
LEARNING METHODS TEST Combination Method Delayed Recall (MSI)	2	0	2	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	1	0	2	0	0	0	0	0	1	2	0	0	0	0	0	0	P F P P
LEARNING METHODS TEST Combination Method Immediate Recall (MSI)	2	0	2	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	1	0	2	0	0	0	0	0	1	2	0	0	0	0	0	0	P F P P
LEARNING METHODS TEST Kinesthetic Method Delayed Recall (MSI)	2	0	2	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	1	0	2	0	0	0	0	0	1	2	0	0	0	0	0	0	P F P P
LEARNING METHODS TEST Kinesthetic Method Immediate Recall (MSI)	2	0	2	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	1	0	2	0	0	0	0	0	1	2	0	0	0	0	0	0	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustrations & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-3	0-3	0-3	0-3	0-2	G-P
LEARNING METHODS TEST Phonic Method Delayed Recall (MSI)	2	0	2	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	1	0	2	0	0	0	0	0	1	2	0	0	0	0	0	0	P F P P
LEARNING METHODS TEST Phonic Method Immediate Recall (MSI)	2	0	2	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	1	0	2	0	0	0	0	0	1	2	0	0	0	0	0	0	P F P P
LEARNING METHODS TEST Visual Method Delayed Recall (MSI)	2	0	2	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	1	0	2	0	0	0	0	0	1	2	0	0	0	0	0	0	P F P P
LEARNING METHODS TEST Visual Method Immediate Recall (MSI)	2	0	2	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	1	0	2	0	0	0	0	0	1	2	0	0	0	0	0	0	P F P P
McCARTHY SCALES OF CHILDREN'S ABILITIES Memory (PC)	1	2	1	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	2	0	1	0	0	1	0	1	0	1	0	1	2	0	0	0	3	2	P F [illegible] P
McCARTHY SCALES OF CHILDREN'S ABILITIES Quantitative (PC)	1	1	1	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	0	1	1	0	1	0	1	0	1	2	2	0	0	3	2	P F P F
MEMORY-FOR-DESIGNS TEST (PTS)	1	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	P F P P
MODERN LANGUAGE APTITUDE TEST - ELEMENTARY Number Learning (PC)	1	1	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	1	1	0	0	0	0	1	0	0	3	0	1	0	0	P G P P
PHONEME TEST (IDS)	0	0	2	0	0	0	0	1	2	0	0	1	1	1	0	0	0	1	2	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
PICTORIAL TEST OF INTELLIGENCE Immediate Recall (HMC)	2	1	2	1	1	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	0	1	2	1	1	0	0	1	0	0	0	0	0	1	0	1	P F P P
QUICK SCREENING SCALE OF MENTAL DEVELOPMENT Listening Attention and Number (PA)	1	0	1	0	0	0	0	0	2	0	1	1	0	0	0	0	1	1	2	0	0	1	1	0	1	0	0	0	0	0	0	0	0	0	0	0	P F P P
SCREENING TEST FOR AUDITORY PERCEPTION Part IV (ATP)	0	0	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	1	2	1	1	2	1	1	1	1	0	1	0	0	0	0	0	0	2	P G F P
SLINGERLAND SCREENING TESTS FOR IDENTIFYING CHILDREN WITH SPECIFIC LANGUAGE DISABILITY - FORM B Auditory Recall - Letters (EPS)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	2	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
SLINGERLAND SCREENING TESTS FOR IDENTIFYING CHILDREN WITH SPECIFIC LANGUAGE DISABILITY - FORM B Auditory Recall - Numbers (EPS)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	2	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
SLINGERLAND SCREENING TESTS FOR IDENTIFYING CHILDREN WITH SPECIFIC LANGUAGE DISABILITY - FORM B Auditory Recall - Spelling (EPS)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	2	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
SLINGERLAND SCREENING TESTS FOR IDENTIFYING CHILDREN WITH SPECIFIC LANGUAGE DISABILITY - FORM B Visual Perception Memory (EPS)	0	1	1	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	2	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
SLINGERLAND SCREENING TESTS FOR IDENTIFYING CHILDREN WITH SPECIFIC LANGUAGE DISABILITY - FORM B Visual Perception Memory - Kinesthetic (EPS)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	2	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
SLINGERLAND SCREENING TESTS FOR IDENTIFYING CHILDREN WITH SPECIFIC LANGUAGE DISABILITY - FORM B Visual-Auditory Total (EPS)	0	1	1	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	1	2	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION		INSTRUCTIONS			FORMAT				POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustrations & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-3	0-3	0-1	0-3	0-3	G-u-a
SLINGERLAND SCREENING TESTS FOR IDENTIFYING CHILDREN WITH SPECIFIC LANGUAGE DISABILITY - FORM C Auditory Recall - Letters (EPS)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	2	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
SLINGERLAND SCREENING TESTS FOR IDENTIFYING CHILDREN WITH SPECIFIC LANGUAGE DISABILITY - FORM C Auditory Recall - Numbers (EPS)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	2	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
SLINGERLAND SCREENING TESTS FOR IDENTIFYING CHILDREN WITH SPECIFIC LANGUAGE DISABILITY - FORM C Auditory Recall - Spelling (EPS)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	2	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
SLINGERLAND SCREENING TESTS FOR IDENTIFYING CHILDREN WITH SPECIFIC LANGUAGE DISABILITY - FORM C Visual Perception Memory (EPS)	0	1	1	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	2	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
SLINGERLAND SCREENING TESTS FOR IDENTIFYING CHILDREN WITH SPECIFIC LANGUAGE DISABILITY - FORM C Visual Perception Memory - Kinesthetic (EPS)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	2	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
SLINGERLAND SCREENING TESTS FOR IDENTIFYING CHILDREN WITH SPECIFIC LANGUAGE DISABILITY - FORM C Visual-Auditory Total (EPS)	0	1	1	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	1	2	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
SPATIAL ORIENTATION MEMORY TEST (LRA)	2	0	2	0	1	1	0	0	2	0	1	1	1	1	1	1	1	1	2	0	1	1	1	1	0	1	0	0	1	1	0	2	0	0	2	0	P G P P
THREE-DIMENSIONAL TEST FOR VISUALIZATION SKILL Level II Total (ATP)	0	1	1	0	0	0	0	0	1	0	1	0	0	0	0	1	0	1	1	2	1	1	0	0	0	0	0	0	1	2	0	0	0	0	0	0	P P P P
THREE-DIMENSIONAL TEST FOR VISUALIZATION SKILL Level II Visual Memory (ATP)	0	1	2	0	0	0	0	0	1	0	1	0	0	0	0	1	0	1	1	2	1	1	0	0	0	0	0	0	1	2	0	0	0	0	0	0	P P P P
VISUAL RETENTION TEST (REVISED) Administration A Error Categories (PC)	0	0	2	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	0	1	1	0	1	0	0	0	0	1	0	0	0	0	0	0	0	P G P P
VISUAL RETENTION TEST (REVISED) Administration A Error Score (PC)	0	0	2	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	0	1	1	0	1	1	1	0	0	1	1	0	0	0	0	0	0	P G P P
VISUAL RETENTION TEST (REVISED) Administration A Number of Correct Reproductions (PC)	0	1	2	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	0	1	1	0	1	1	1	0	0	1	1	0	0	0	0	0	0	P G P P
WECHSLER INTELLIGENCE SCALE FOR CHILDREN - REVISED Digit Span (PC)	1	2	2	1	0	1	0	0	2	0	1	1	1	0	1	1	1	1	2	0	0	1	2	1	1	0	1	1	0	0	0	0	0	0	3	2	P F P P
10B. Meaningful Memory																																					
CALIFORNIA SHORT-FORM TEST OF MENTAL MATURITY - LEVEL 1 Memory (CTB)	2	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	1	1	1	2	1	1	1	0	1	1	0	0	0	0	1	0	2	P G F P
CALIFORNIA SHORT-FORM TEST OF MENTAL MATURITY - LEVEL 1H Memory (CTB)	2	1	2	0	0	2	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	1	0	1	0	0	2	0	1	0	2	P G F P
CALIFORNIA SHORT-FORM TEST OF MENTAL MATURITY - LEVEL 2 Language (CTB)	2	1	1	0	0	0	0	1	2	0	1	1	1	1	1	1	1	0	2	2	1	1	2	1	1	1	0	1	1	1	1	0	1	1	0	2	P G G P
CALIFORNIA SHORT-FORM TEST OF MENTAL MATURITY - LEVEL 2 Memory (CTB)	2	1	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	1	1	0	0	0	0	1	0	2	P G F P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evolutional				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G/F/P
COOPERATIVE PRIMARY TESTS Listening - Form 23 (ETS)	3	1	2	0	0	0	0	1	1	1	1	1	0	1	1	0	1	1	2	2	1	1	2	1	1	1	0	1	1	1	0	2	2	0	3	1	P F G F
DETROIT TEST OF LEARNING APTITUDE Auditory Attention Span for Related Syllables (BMC)	0	1	2	0	0	0	0	0	2	0	0	1	1	0	1	1	1	1	2	0	0	1	0	1	1	1	1	0	0	0	0	0	0	0	0	2	P F P P
DURRELL ANALYSIS OF READING DIFFICULTY Listening Comprehension (HBJ)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DURRELL ANALYSIS OF READING DIFFICULTY Silent Reading Memories (HBJ)	0	1	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DURRELL ANALYSIS OF READING DIFFICULTY Silent Reading Recall - Check List of Difficulties (HBJ)	0	0	1	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
LANGUAGE-STRUCTURED AUDITORY RETENTION SPAN TEST (LARS) (ATP)	1	1	1	0	0	0	0	0	1	0	1	0	0	1	1	1	1	1	2	0	1	1	0	1	1	0	0	0	1	1	0	0	0	0	0	1	P F P P
SHORT FORM TEST OF ACADEMIC APTITUDE - LEVEL 2 Memory (CTB)	2	2	2	0	0	2	0	1	2	1	1	1	1	1	1	1	1	0	2	2	1	1	2	1	0	0	0	1	1	1	0	2	0	1	0	0	F G F P
STANDARD READING INVENTORY Listening Comprehension Test (BERS)	0	2	1	0	0	0	0	1	2	0	1	1	1	0	0	0	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
FOREIGN LANGUAGE																																					
II. FOREIGN LANGUAGE SKILLS																																					
IIA. Reading Comprehension in a Foreign Language																																					
FUNDAMENTALS OF HEBREW - 1: INTERMEDIATE (AAJE)	0	2	2	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	2	2	1	0	2	0	1	1	0	0	1	0	0	0	0	0	0	1	P G F P
FUNDAMENTALS OF HEBREW - 1: LOWER (AAJE)	0	2	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	0	2	0	1	1	[illegible]	0	1	0	0	0	0	0	0	2	P G F P
FUNDAMENTALS OF HEBREW - 1: UPPER (AAJE)	0	2	2	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	2	2	1	0	0	0	1	1	0	0	1	0	0	0	0	0	0	2	P G P P
TESTS OF PROFICIENCY IN ENGLISH - READING Reading One (NFER2)	1	1	2	0	0	0	0	1	1	0	1	1	1	1	1	0	1	1	2	2	1	1	2	1	1	1	0	0	1	1	0	0	0	0	0	0	P F F P
TESTS OF PROFICIENCY IN ENGLISH - READING Reading Two (NFER2)	1	1	2	0	0	0	0	1	1	0	1	1	1	1	1	0	1	1	2	2	1	1	2	1	1	1	0	0	1	1	0	0	0	0	0	0	P F F P
TESTS OF PROFICIENCY IN ENGLISH - READING Reading Three, Part 1 (NFER2)	1	1	2	0	0	0	0	1	1	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	0	1	1	0	0	0	0	0	0	P G F P
TESTS OF PROFICIENCY IN ENGLISH - READING Reading Three, Part 2 (NFER2)	1	2	2	0	0	0	0	1	1	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	0	1	1	0	0	0	0	0	0	P G F P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-2	0-2	G F P
IIB. Knowledge of Elements of a Foreign Language																																					
IIC. Conversation in a Foreign Language																																					
AUSTIN SPANISH ARTICULATION TEST Articulation in Spontaneous Speech (LCI)	1	0	2	0	0	0	0	0	1	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
AUSTIN SPANISH ARTICULATION TEST Misarticulated Phonemes Produced Correctly for Stimulation (LCI)	1	0	2	0	0	0	0	0	1	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
AUSTIN SPANISH ARTICULATION TEST Phonemes Misarticulated in All Positions (LCI)	1	0	2	0	0	0	0	0	1	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
AUSTIN SPANISH ARTICULATION TEST Phonemes Misarticulated Not in All Positions (LCI)	1	0	2	0	0	0	0	0	1	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
DOS AMIGOS VERBAL LANGUAGE SCALES Spanish (ATP)	2	1	1	0	0	0	0	0	1	0	1	1	0	0	1	1	1	1	2	0	0	1	0	1	1	0	1	0	1	2	0	0	0	0	2	2	P F P P
SPANISH PHONEMIC UNIT PRODUCTION TEST (REVISED) (RVS)	0	1	2	0	0	0	0	0	2	0	1	0	0	1	0	0	1	1	2	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TESTS OF PROFICIENCY IN ENGLISH - LISTENING Listening One (NFER2)	2	1	2	0	0	0	0	0	1	0	1	1	1	1	[illegible]	0	1	1	2	2	1	1	2	1	1	1	0	0	1	1	0	0	0	0	0	0	P F F P
TESTS OF PROFICIENCY IN ENGLISH - LISTENING Listening Two (NFER2)	2	1	2	0	0	0	0	1	0	0	1	1	1	1	1	0	1	1	2	2	1	1	2	1	1	1	0	0	1	1	0	0	0	1	0	0	P F F P
TESTS OF PROFICIENCY IN ENGLISH - LISTENING Listening Three, Part 1 (NFER2)	1	1	2	0	0	0	0	1	0	0	1	1	1	1	1	1	1	1	1	2	1	1	2	1	1	1	0	0	1	1	0	0	0	1	0	0	P F F P
TESTS OF PROFICIENCY IN ENGLISH - LISTENING Listening Three, Part 2 (NFER2)	1	1	2	0	0	0	0	1	0	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	0	1	1	0	0	0	1	0	0	P F F P
TESTS OF PROFICIENCY IN ENGLISH - SPEAKING Speaking One (NFER2)	1	1	2	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	1	1	0	1	1	1	0	0	1	1	0	0	0	0	0	0	P F P P
TESTS OF PROFICIENCY IN ENGLISH - SPEAKING Speaking Two, Part 1 (NFER2)	1	1	2	0	0	0	0	0	1	0	1	1	1	1	1	0	1	1	2	0	1	1	0	1	1	1	0	0	1	1	0	0	0	0	0	0	P F P P
TESTS OF PROFICIENCY IN ENGLISH - SPEAKING Speaking Two, Part 2 (NFER2)	1	1	2	0	0	0	0	0	1	0	1	1	0	1	1	0	1	1	2	0	1	1	0	1	1	1	0	0	1	1	0	0	0	0	0	0	P F P P
TESTS OF PROFICIENCY IN ENGLISH - SPEAKING Speaking Two, Part 3 (NFER2)	1	1	2	0	0	0	0	0	0	0	1	1	0	1	1	1	1	1	2	0	1	1	0	1	1	1	0	0	1	1	0	0	0	0	0	0	P F P P
TESTS OF PROFICIENCY IN ENGLISH - SPEAKING Speaking Three, Part 1 (NFER2)	1	1	2	0	0	0	0	0	0	0	1	1	1	1	1	1	1	1	2	0	1	1	0	1	1	1	0	0	1	1	0	0	0	0	0	0	P F P P
TESTS OF PROFICIENCY IN ENGLISH - SPEAKING Speaking Three, Part 2 (NFER2)	1	1	2	0	0	0	0	0	2	0	1	1	1	1	1	0	1	1	2	0	1	1	0	1	1	1	0	0	1	1	0	0	0	0	0	0	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-F-P
11D. Writing in a Foreign Language																																					
TESTS OF PROFICIENCY IN ENGLISH - WRITING Writing One (NFER2)	1	0	2	0	0	0	0	0	1	0	1	1	1	1	1	0	1	1	2	2	1	1	0	1	1	1	0	0	1	1	0	0	0	0	0	0	P F F P
TESTS OF PROFICIENCY IN ENGLISH - WRITING Writing Two, Part 1 (NFER2)	1	1	2	0	0	0	0	0	1	0	1	1	0	1	1	0	1	1	2	2	1	1	0	1	1	1	0	0	1	1	0	0	0	0	0	0	P F F P
TESTS OF PROFICIENCY IN ENGLISH - WRITING Writing Two, Part 2 (NFER2)	1	2	2	0	0	0	0	1	0	0	1	1	0	1	1	1	1	1	2	2	1	1	0	1	1	1	0	0	1	1	0	0	0	0	0	0	P F F P
TESTS OF PROFICIENCY IN ENGLISH - WRITING Writing Three, Part 1 (NFER2)	1	2	2	0	0	0	0	1	0	0	1	1	0	1	1	1	1	1	2	2	1	1	0	1	1	1	0	0	1	1	0	0	0	0	0	0	P F F P
TESTS OF PROFICIENCY IN ENGLISH - WRITING Writing Three, Part 2 (NFER2)	1	2	2	0	0	0	0	1	0	0	1	1	0	0	1	1	1	1	2	2	1	1	0	1	1	1	0	0	1	1	0	0	0	0	0	0	P F F P
12. VALUING A FOREIGN LANGUAGE AND CULTURE																																					
12A. Cultural Insight and Values																																					
CROSS CULTURAL ATTITUDE INVENTORY Anglo Items (URG)	2	0	2	0	0	0	0	1	2	0	1	1	1	1	0	0	1	1	2	1	1	1	1	1	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
CROSS CULTURAL ATTITUDE INVENTORY Mexican-American Items (URG)	2	0	2	0	0	0	0	1	2	0	1	1	1	1	0	0	1	1	2	1	1	1	1	1	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
12B. Enjoyment and Application of a Foreign Language																																					
EDUCATIONAL DEVELOPMENT SERIES - ELEMENTARY LEVEL My Favorite School Subjects Foreign Language (STS)	0	0	2	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	2	2	1	1	2	1	0	0	0	0	1	1	0	0	0	0	0	0	P F F P
EDUCATIONAL DEVELOPMENT SERIES - LOWER PRIMARY School Interests Foreign Language (STS)	0	0	2	0	0	0	0	1	0	0	1	1	1	1	0	1	1	1	1	2	1	1	2	0	0	0	0	0	1	0	0	0	0	1	0	0	P F P P
EDUCATIONAL DEVELOPMENT SERIES - UPPER PRIMARY School Interests Foreign Language (STS)	0	0	2	0	0	0	0	1	1	0	1	1	1	1	1	1	1	1	2	2	1	1	2	0	0	0	0	0	1	0	0	0	0	1	0	0	P G P P
LANGUAGE ARTS																																					
13. WRITING SKILLS																																					
AMERICAN SCHOOL ACHIEVEMENT TESTS - INTERMEDIATE BATTERY Total Average (BMC)	2	1	1	0	0	0	0	1	1	0	1	1	1	0	0	1	0	2	2	1	0	2	1	1	0	1	1	1	1	0	0	0	1	0	0	0	P F F P
CALIFORNIA ACHIEVEMENT TESTS - LEVEL 2 Total Battery (CTB)	3	1	1	0	0	2	0	1	2	1	1	1	0	1	0	1	1	1	1	2	1	0	2	0	1	1	0	1	1	2	0	3	3	1	3	2	P F F G

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range	0-3	0-1	0-1	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-3	0-3	0-1	0-3	0-2	[illegible]
CALIFORNIA ACHIEVEMENT TESTS - LEVEL 3 Total Battery (CTB)	3	1	1	0	0	2	0	1	1	1	1	1	1	0	1	1	0	1	1	2	1	0	2	0	1	1	0	1	1	2	0	3	0	1	3	2	P F F F
CANADIAN TESTS OF BASIC SKILLS, LEVELS EDITION - LEVEL 09 Composite (TNS)	3	1	1	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	0	2	1	1	1	0	0	1	1	2	3	0	1	3	2	P G F F
CANADIAN TESTS OF BASIC SKILLS, LEVELS EDITION - LEVEL 09 Language Skills Total (TNS)	3	1	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	0	2	1	1	1	0	0	1	1	2	3	0	1	3	2	P G F F
CANADIAN TESTS OF BASIC SKILLS, LEVELS EDITION - LEVEL 10 Composite (TNS)	3	1	1	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	0	2	1	1	1	0	0	1	1	3	3	0	1	3	2	P G F G
CANADIAN TESTS OF BASIC SKILLS, LEVELS EDITION - LEVEL 10 Language Skills Total (TNS)	3	1	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	0	2	1	1	1	0	0	1	1	2	3	0	1	3	2	P G F F
COMPREHENSIVE TESTS OF BASIC SKILLS - LEVEL 2 Language Total (CTB)	3	1	2	0	0	2	0	1	2	2	1	1	1	1	1	1	1	1	1	2	1	1	2	1	1	1	0	1	1	2	0	3	0	1	3	2	F G G F
DELAWARE COUNTY SILENT READING TEST OF LANGUAGE SKILLS #131 Written Language Rating (NAS)	0	0	2	0	0	0	0	0	2	0	1	0	0	0	1	1	1	1	2	2	1	1	0	0	0	1	0	0	1	1	0	0	0	0	0	0	P F P P
DELAWARE COUNTY SILENT READING TEST OF LANGUAGE SKILLS #132 Written Language Rating (NAS)	0	0	2	0	0	0	0	0	2	0	1	0	0	0	1	1	1	1	2	2	1	1	0	0	0	1	0	0	1	1	0	0	0	0	0	0	P F P P
DELAWARE COUNTY SILENT READING TEST OF LANGUAGE SKILLS #14 Written Language Rating (NAS)	0	0	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	2	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
IOWA TESTS OF BASIC SKILLS, PRIMARY, FORMS 5 AND 6 - LEVEL 8 Basic Composite (HMC)	3	0	1	0	0	0	0	1	1	2	1	1	1	0	1	0	1	1	2	2	1	0	2	1	1	0	0	0	1	1	0	0	0	0	0	2	P G F P
PRESCRIPTIVE TEACHING SERIES Reading and Language Skills (PEI)	1	1	1	0	0	0	0	0	1	0	0	1	0	0	1	1	0	1	1	0	1	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	P P P P
PUBLIC SCHOOL ACHIEVEMENT TESTS Total (BMC)	1	1	1	0	0	0	0	1	1	0	1	1	0	0	0	0	1	1	1	2	1	0	0	0	1	0	1	0	1	1	0	0	0	0	0	1	P P P P
STANFORD ACHIEVEMENT TEST - INTERMEDIATE LEVEL I Basic Battery (HBJ)	3	1	0	0	0	0	0	1	1	2	1	1	0	1	0	1	1	0	2	2	1	0	2	1	1	1	0	1	1	2	0	0	0	1	3	2	P F G P
STANFORD ACHIEVEMENT TEST - INTERMEDIATE LEVEL I Complete Battery (HBJ)	3	1	0	0	0	0	0	1	1	2	1	1	0	1	0	1	1	0	1	2	1	0	2	1	1	1	0	1	1	2	0	0	0	1	3	2	P F G P
STANFORD ACHIEVEMENT TEST - PRIMARY LEVEL III Basic Battery (HBJ)	3	1	0	0	0	0	0	1	1	2	1	1	1	1	0	1	1	0	2	2	1	0	2	1	1	1	0	1	1	2	0	0	0	1	3	2	P G G P
STANFORD ACHIEVEMENT TEST - PRIMARY LEVEL III Complete Battery (HBJ)	3	1	0	0	0	0	0	1	1	2	1	1	1	1	0	1	1	0	2	2	1	0	2	1	1	1	0	1	1	2	0	0	0	1	3	2	P G G P
13A. Spelling																																					
AMERICAN SCHOOL ACHIEVEMENT TESTS - INTERMEDIATE BATTERY Spelling (BMC)	3	1	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	0	2	2	1	1	2	1	1	1	1	1	1	1	0	0	0	1	0	2	P G G P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Educational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-3	0-3	0-1	0-3	0-2	G-F-P
AMERICAN SCHOOL ACHIEVEMENT TESTS - PRIMARY BATTERY II Spelling (BMC)	3	2	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	2	0	1	1	1	0	1	1	0	0	0	1	0	2	P G F P
BOTEL READING INVENTORY Spelling Placement Test (FPC)	2	2	2	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	2	2	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
CALIFORNIA ACHIEVEMENT TESTS - LEVEL 2 Language Spelling (CTB)	3	1	2	0	0	2	0	1	2	1	1	1	1	1	1	1	1	1	2	2	1	1	2	0	1	1	0	1	1	2	0	2	2	1	0	2	F G G P
CALIFORNIA ACHIEVEMENT TESTS - LEVEL 3 Language Spelling (CTB)	3	2	2	0	0	2	0	1	2	1	1	1	1	1	1	1	1	1	1	2	1	1	2	0	1	1	0	1	1	2	0	2	0	1	3	2	F G G F
CANADIAN TESTS OF BASIC SKILLS - LEVEL 8 Spelling (TNS)	3	2	2	0	0	0	0	1	2	1	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	0	1	1	0	0	0	0	0	2	P G F P
CANADIAN TESTS OF BASIC SKILLS, LEVELS EDITION - LEVEL 9 Language Skills Spelling (TNS)	3	2	2	0	0	0	0	1	2	2	1	1	1	0	1	1	1	1	2	2	1	1	2	1	1	1	0	0	1	1	2	2	0	1	1	2	P G F F
CANADIAN TESTS OF BASIC SKILLS, LEVELS EDITION - LEVEL 10 Language Skills Spelling (TNS)	3	2	2	0	0	0	0	1	2	1	1	1	1	0	1	1	1	1	2	2	1	1	2	1	1	1	0	0	1	1	2	2	0	1	2	2	P G F F
COMPREHENSIVE TESTS OF BASIC SKILLS - LEVEL 1 Language Spelling (CTB)	3	2	2	0	0	2	0	1	2	2	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	1	1	2	2	3	2	1	1	2	F G G F
COMPREHENSIVE TESTS OF BASIC SKILLS - LEVEL 1 Language Total (CTB)	3	2	1	0	0	2	0	1	2	2	1	1	1	1	0	1	1	1	2	2	1	1	2	1	1	1	0	1	1	2	2	3	2	1	2	2	F G G G
COMPREHENSIVE TESTS OF BASIC SKILLS - LEVEL 2 Language Spelling (CTB)	3	2	2	0	0	1	0	1	2	2	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	1	1	2	0	2	0	1	3	2	F G G F
COMPREHENSIVE TESTS OF BASIC SKILLS, EXPANDED EDITION - LEVEL 1 Language Spelling (CTB)	3	2	2	0	0	1	0	1	2	1	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	1	1	0	0	3	2	1	0	2	F G F F
COMPREHENSIVE TESTS OF BASIC SKILLS, EXPANDED EDITION - LEVEL 1 Language Total Language (CTB)	3	2	1	0	0	2	0	1	1	1	1	0	1	1	0	1	1	1	2	2	1	0	2	1	1	1	0	1	1	0	0	3	2	1	1	2	F F F F
COMPREHENSIVE TESTS OF BASIC SKILLS, EXPANDED EDITION - LEVEL 2 Language Spelling (CTB)	3	2	2	0	0	1	0	1	2	2	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	1	0	0	0	2	2	1	2	2	F G F F
COMPREHENSIVE TESTS OF BASIC SKILLS, EXPANDED EDITION - LEVEL 2 Language Total Language (CTB)	3	2	1	0	0	2	0	1	1	1	1	1	1	1	1	1	1	1	2	2	1	0	2	1	1	1	0	1	1	0	0	3	2	1	3	[illegible]	[illegible] G F F
COOPERATIVE PRIMARY TESTS Writing Skills - Form 23 Part 1 (ETS)	3	2	2	0	0	0	0	1	2	1	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	1	1	1	0	2	2	0	1	1	[illegible] G G P
COOPERATIVE PRIMARY TESTS Writing Skills - Form 23 Total (ETS)	3	2	1	0	0	0	0	1	2	2	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	1	1	1	0	3	2	0	3	1	P G G F
DIAGNOSTIC READING TEST Oral Spelling Ability (MPC)	0	1	2	0	0	0	0	0	2	0	1	0	0	0	0	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DOREN DIAGNOSTIC READING TEST OF WORD RECOGNITION Spelling (AGS)	2	1	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	1	1	0	0	0	0	1	2	0	0	0	0	0	0	P G F P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Al'ernate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-3	0-3	0-1	0-3	0-2	Gu.a.
DURRELL ANALYSIS OF READING DIFFICULTY Check List of Difficulties in Spelling (HBJ)	0	0	1	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DURRELL ANALYSIS OF READING DIFFICULTY Phonic Spelling - Check List of Difficulty (HBJ)	0	0	1	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DURRELL ANALYSIS OF READING DIFFICULTY Phonic Spelling of Words (HBJ)	0	1	2	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	2	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DURRELL ANALYSIS OF READING DIFFICULTY Spelling Test - List 1 (HBJ)	0	1	2	0	0	0	0	0	2	0	1	1	0	0	0	1	1	1	2	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DURRELL ANALYSIS OF READING DIFFICULTY Spelling Test - List 2 (HBJ)	0	1	2	0	0	0	0	0	2	0	1	1	0	0	0	1	1	1	2	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
EDUCATIONAL DEVELOPMENT SERIES - ELEMENTARY LEVEL English (STS)	1	2	0	0	0	2	0	1	1	0	1	1	1	0	1	1	1	0	2	2	1	1	2	1	1	1	0	0	1	1	2	2	0	1	3	1	P F F F
GATES-McKILLOP READING DIAGNOSTIC TESTS Supplementary Tests Spelling (TCP)	0	1	2	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	2	0	1	1	1	0	0	0	1	0	1	0	0	0	0	0	0	0	P F P P
GRAY-VOTAW-ROGERS GENERAL ACHIEVEMENT TEST - INTERMEDIATE Spelling (SV)	0	2	2	0	0	0	0	1	0	0	1	1	1	1	1	1	1	0	2	2	1	1	2	1	1	0	1	0	1	0	0	2	0	0	2	1	P F F P
GRAY-VOTAW-ROGERS GENERAL ACHIEVEMENT TEST - PRIMARY Spelling (SV)	0	2	2	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	1	2	1	1	0	0	0	1	0	0	0	0	0	1	1	P G F P
GROUP DIAGNOSTIC READING APTITUDE AND ACHIEVEMENT TESTS Spelling Test (CHN)	0	2	2	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	2	2	1	1	1	0	1	1	0	0	1	1	0	0	0	0	0	2	P F F P
IOWA TESTS OF BASIC SKILLS, FORMS 1-4, GRADE 3 Language Skills Spelling (HMC)	3	2	2	0	0	0	0	1	2	2	1	1	1	1	0	1	1	1	2	2	1	1	2	1	1	1	0	1	1	2	2	2	2	1	2	2	P G G F
IOWA TESTS OF BASIC SKILLS, FORMS 1-4, GRADE 4 Language Skills Spelling (HMC)	3	2	2	0	0	0	0	1	2	2	1	1	1	1	0	1	1	1	2	2	1	1	2	1	1	1	0	1	1	2	2	2	2	1	2	2	P G G F
IOWA TESTS OF BASIC SKILLS, FORMS 5 AND 6, LEVEL 9 Language Skills Spelling (HMC)	3	2	2	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	2	2	1	1	2	1	1	1	0	1	1	2	2	3	0	1	1	2	P G G F
IOWA TESTS OF BASIC SKILLS, FORMS 5 AND 6, LEVEL 10 Language Skills Spelling (HMC)	3	2	2	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	2	2	1	1	2	1	1	1	0	1	1	2	2	2	0	1	1	2	P G G F
IOWA TESTS OF BASIC SKILLS, PRIMARY, FORMS 5 AND 6 - LEVEL 8 Language Skills Spelling (HMC)	3	2	2	0	0	0	0	1	1	1	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	0	0	0	1	1	0	0	0	0	0	2	P G F P
KANSAS ELEMENTARY SPELLING TEST (BEM)	2	2	2	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	2	2	1	1	2	1	1	0	0	1	1	1	0	2	0	1	2	1	P G F P
KANSAS INTERMEDIATE SPELLING TEST (BEM)	2	2	2	0	0	0	0	1	1	0	1	1	1	1	0	1	1	1	2	2	1	1	2	1	1	0	0	1	1	1	0	2	0	1	3	1	P F F P
LATE PRIMARY SURVEY TEST Spelling (SFC)	3	2	2	0	2	0	0	1	2	1	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	0	1	1	0	2	0	0	0	1	F G F P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item [illegible]	Item [illegible]	Item [illegible]	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item [illegible]			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-3	0-3	0-1	0-3	0-2	G-F-P
LINCOLN INTERMEDIATE SPELLING TEST (ERB)	2	2	2	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	2	2	1	1	1	0	1	1	0	0	1	1	0	0	0	0	2	0	P F F P
LINCOLN PRIMARY SPELLING TEST Consonants and Long Vowels (ERB)	2	1	2	0	0	0	0	1	2	0	1	1	1	0	1	0	1	1	2	2	1	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
LINCOLN PRIMARY SPELLING TEST Consonants and Short Vowels (ERB)	2	1	2	0	0	0	0	1	2	0	1	1	1	0	1	0	1	1	2	2	1	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
LINCOLN PRIMARY SPELLING TEST Endings (ERB)	2	1	2	0	0	0	0	1	2	0	1	1	1	0	1	0	1	1	2	2	1	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
LINCOLN PRIMARY SPELLING TEST Sight Words and Deviates from Categories I-V (ERB)	2	1	2	0	0	0	0	1	2	0	1	1	1	0	1	0	1	1	2	2	1	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
LINCOLN PRIMARY SPELLING TEST Total (ERB)	2	2	2	0	0	0	0	1	2	0	1	1	1	0	1	0	1	1	2	2	1	1	1	0	1	0	0	0	1	1	0	0	0	0	0	1	P F F P
LINCOLN PRIMARY SPELLING TEST Vowel and Consonant Teams; Silent Consonants (ERB)	2	1	2	0	0	0	0	1	2	0	1	1	1	0	1	0	1	1	2	2	1	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
LINCOLN PRIMARY SPELLING TEST Vowel Teams (Diphthongs and Digraphs) (ERB)	2	1	2	0	0	0	0	1	2	0	1	1	1	0	1	0	1	1	2	2	1	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
METROPOLITAN ACHIEVEMENT TESTS - ELEMENTARY Spelling (HBJ)	3	2	2	0	0	1	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	1	1	1	1	0	0	1	1	2	0	3	0	0	1	2	F G F P
METROPOLITAN ACHIEVEMENT TESTS - PRIMARY II Spelling (HBJ)	3	2	2	0	0	1	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	1	1	1	1	0	0	1	1	2	0	3	0	0	0	2	F G F P
NATIONAL ACHIEVEMENT TESTS - SPELLING TEST FOR GRADES 3 AND 4 (PI)	0	2	2	0	0	0	0	1	2	0	1	1	1	1	1	1	[illegible]	1	2	2	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P G P P
NEALE ANALYSIS OF READING ABILITY Supplementary Diagnostic Test 2 Auditory Discrimination through Simple Spelling (NFER)	0	2	2	0	0	0	0	0	2	0	1	1	0	0	[illegible]	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
PEABODY INDIVIDUAL ACHIEVEMENT TEST Spelling (AGS)	3	1	1	0	0	1	0	1	2	0	1	1	1	1	1	1	1	1	2	0	1	1	2	1	1	1	1	1	1	1	2	0	0	0	3	2	P G F P
PUBLIC SCHOOL ACHIEVEMENT TESTS Spelling (BMC)	1	2	2	0	0	0	0	1	2	0	1	1	0	0	0	1	1	1	1	2	1	1	1	0	1	0	1	0	1	1	0	0	0	0	0	1	P F F P
SCREENING TESTS TO BE USED BY THE CLASSROOM TEACHER Murroughs Phonovisual Test (ATP)	0	1	1	0	0	0	0	0	2	0	1	1	1	0	0	0	1	1	2	0	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS - SERIES II, 4A AND 4B Mechanics of Writing Spelling (ETS)	3	2	2	0	0	1	0	1	2	1	1	1	1	1	1	1	1	0	2	2	1	1	2	1	1	1	0	1	1	0	0	2	2	1	3	2	F G F F
SRA ASSESSMENT SURVEY, ACHIEVEMENT SERIES - BLUE LEVEL Language Arts Spelling (SRA)	2	2	2	0	0	1	0	1	2	1	1	1	1	1	1	1	1	0	2	2	1	1	2	1	1	1	0	1	1	1	0	2	0	1	2	2	P G G P
SRA ASSESSMENT SURVEY, ACHIEVEMENT SERIES - BLUE LEVEL Language Arts Total (SRA)	2	2	1	0	0	2	0	1	2	1	1	1	1	1	1	1	1	0	2	2	1	0	2	1	1	1	0	1	1	1	0	3	0	1	3	2	P G F F

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent / Factorial	Experimental/ Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-3	0-2	0-1	0-2	0-2	G-F-P
STANDARD READING TESTS Graded Spelling Test (ACER)	0	2	2	0	0	0	0	0	0	0	0	1	1	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
STANFORD ACHIEVEMENT TEST - INTERMEDIATE LEVEL I Spelling (HBJ)	3	2	2	0	0	0	0	1	2	2	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	1	1	2	0	0	0	1	1	2	P G G P
STANFORD ACHIEVEMENT TEST - PRIMARY LEVEL II Spelling (HBJ)	3	1	2	0	0	0	0	1	2	2	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	1	1	2	0	2	0	1	0	2	P G G P
STANFORD ACHIEVEMENT TEST - PRIMARY LEVEL III Spelling (HBJ)	3	2	2	0	0	0	0	1	2	1	1	1	1	1	1	1	1	0	2	2	1	1	2	1	1	1	0	1	1	2	0	3	0	1	1	2	P G G P
STANFORD DIAGNOSTIC READING TEST - LEVEL II Blending (HBJ)	2	1	1	0	0	0	0	1	0	0	1	1	1	1	1	1	1	1	0	2	1	1	2	1	1	1	0	0	1	2	0	0	0	1	3	2	P F G P
WIDE RANGE ACHIEVEMENT TEST - LEVEL I Spelling (GAD)	0	2	2	0	1	0	0	1	2	0	1	1	1	0	0	1	1	0	2	1	1	1	1	1	1	1	1	0	1	1	0	3	2	1	3	2	P F F F
WIDE RANGE INTELLIGENCE AND PERSONALITY TEST Spelling (GAD)	1	2	2	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	2	2	1	1	1	0	0	1	0	0	1	0	0	0	0	0	0	1	P F P P
WORD DISCRIMINATION TEST (MUAA)	0	1	1	0	0	0	0	0	0	0	0	1	1	1	0	1	1	1	2	2	1	1	1	0	1	1	0	0	1	0	0	0	0	0	0	1	P F F P
188. Punctuation and Capitalization																																					
CALIFORNIA ACHIEVEMENT TESTS - LEVEL 2 Language Mechanics (CTB)	3	2	2	0	0	2	0	1	2	1	1	1	1	1	0	1	1	1	1	2	1	1	2	0	1	1	0	1	1	2	0	3	2	1	3	2	F G G F
CALIFORNIA ACHIEVEMENT TESTS - LEVEL 2 Language Total (CTB)	3	2	2	0	0	2	0	1	2	1	1	1	1	1	0	1	1	1	1	2	1	1	2	0	1	1	0	1	1	2	0	3	2	1	3	2	F G G F
CALIFORNIA ACHIEVEMENT TESTS - LEVEL 3 Language Mechanics (CTB)	3	2	2	0	0	2	0	1	2	2	1	0	1	1	1	1	1	1	1	2	1	1	2	0	1	1	0	1	1	2	0	3	0	1	3	2	F G G F
CALIFORNIA ACHIEVEMENT TESTS - LEVEL 3 Language Total (CTB)	3	2	1	0	0	2	0	1	2	1	1	1	1	1	1	1	1	1	1	2	1	0	2	0	1	1	0	1	1	2	0	3	0	1	3	2	F G F F
CANADIAN TESTS OF BASIC SKILLS, LEVELS EDITION - LEVEL 9 Language Skills Capitalization (TNS)	3	1	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	0	1	1	1	3	0	1	3	2	P G F F
CANADIAN TESTS OF BASIC SKILLS, LEVELS EDITION - LEVEL 9 Language Skills Punctuation (TNS)	3	1	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	0	1	1	1	2	0	1	3	2	P G F F
CANADIAN TESTS OF BASIC SKILLS, LEVELS EDITION - LEVEL 10 Language Skills Capitalization (TNS)	3	1	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	0	1	1	2	2	0	1	3	2	P G F F
CANADIAN TESTS OF BASIC SKILLS, LEVELS EDITION - LEVEL 10 Language Skills Punctuation (TNS)	3	1	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	0	1	1	2	2	0	1	3	2	P G F F
COMPREHENSIVE TESTS OF BASIC SKILLS - LEVEL 1 Language Mechanics (CTB)	3	2	2	0	0	2	0	1	2	2	1	1	1	1	0	1	1	1	2	2	1	1	2	1	1	1	0	1	1	2	2	2	2	1	1	2	F G G F

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-3	0-3	0-1	0-3	0-2	Gu.a
COMPREHENSIVE TESTS OF BASIC SKILLS - LEVEL 2 Language Mechanics (CTB)	3	2	2	0	0	1	0	1	2	2	1	1	1	1	1	1	1	1	1	2	1	1	2	1	1	1	0	1	1	2	0	2	0	1	2	2	F G G P
COMPREHENSIVE TESTS OF BASIC SKILLS, EXPANDED EDITION - LEVEL 1 Language Mechanics (CTB)	3	2	2	0	0	1	0	1	2	1	1	1	1	1	0	1	1	1	2	2	1	1	2	1	1	1	0	1	1	0	0	2	2	1	0	2	F G F P
COMPREHENSIVE TESTS OF BASIC SKILLS, EXPANDED EDITION - LEVEL 2 Language Mechanics (CTB)	3	2	2	0	0	1	0	1	2	1	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	1	1	0	0	2	2	1	1	2	F G F F
COOPERATIVE PRIMARY TESTS Writing Skills - Form 23 Part 2/3 (ETS)	3	2	1	0	0	0	0	1	2	1	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	1	1	1	0	2	2	0	3	1	P G G F
EDUCATIONAL DEVELOPMENT SERIES - LOWER PRIMARY English (STS)	0	2	1	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	0	1	0	0	2	0	1	0	2	P G F P
EDUCATIONAL DEVELOPMENT SERIES - UPPER PRIMARY English (STS)	0	2	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	1	2	0	1	1	0	0	1	0	0	2	0	1	3	2	P G F F
ENGLISH PROGRESS TEST B2 (NFER2)	0	1	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	2	2	1	0	0	1	0	1	0	0	1	0	0	3	0	0	0	2	P F P P
IOWA TESTS OF BASIC SKILLS, FORMS 1-4, GRADE 3 Composite (HMC)	3	2	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	0	2	2	1	0	2	1	1	1	0	1	1	2	2	3	0	1	1	2	P F G F
IOWA TESTS OF BASIC SKILLS, FORMS 1-4, GRADE 3 Language Skills Capitalization (HMC)	3	1	2	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	2	2	1	1	2	1	1	1	0	1	1	2	1	2	2	1	2	2	P G G F
IOWA TESTS OF BASIC SKILLS, FORMS 1-4, GRADE 3 Language Skills Punctuation (HMC)	3	1	2	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	2	2	1	1	2	1	1	1	0	1	1	2	1	2	2	1	1	2	P G G F
IOWA TESTS OF BASIC SKILLS, FORMS 1-4, GRADE 3 Language Skills Total (HMC)	3	2	1	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	2	2	1	0	2	1	1	1	0	1	1	2	2	3	3	1	1	2	P G G G
IOWA TESTS OF BASIC SKILLS, FORMS 1-4, GRADE 4 Composite (HMC)	3	2	0	0	0	0	2	1	1	0	1	1	1	0	0	1	1	0	2	2	1	0	2	1	1	1	0	1	1	2	3	3	0	1	1	2	P F G F
IOWA TESTS OF BASIC SKILLS, FORMS 1-4, GRADE 4 Language Skills Capitalization (HMC)	3	1	2	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	2	2	1	1	2	1	1	1	0	1	1	2	2	2	2	1	3	2	P G G G
IOWA TESTS OF BASIC SKILLS, FORMS 1-4, GRADE 4 Language Skills Punctuation (HMC)	3	1	2	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	2	2	1	1	2	1	1	1	0	1	1	2	2	2	2	1	3	2	P G G G
IOWA TESTS OF BASIC SKILLS, FORMS 1-4, GRADE 4 Language Skills Total (HMC)	3	2	1	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	2	2	1	0	2	1	1	1	0	1	1	2	2	3	3	1	2	2	P G G G
IOWA TESTS OF BASIC SKILLS, FORMS 5 AND 6, LEVEL 9 Composite (HMC)	3	2	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	0	2	2	1	0	2	1	1	0	0	1	1	2	3	3	0	1	2	2	P F F G
IOWA TESTS OF BASIC SKILLS, FORMS 5 AND 6, LEVEL 9 Language Skills Capitalization (HMC)	3	1	2	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	2	2	1	1	2	1	1	1	0	1	1	2	1	2	0	1	3	2	P G G F
IOWA TESTS OF BASIC SKILLS, FORMS 5 AND 6, LEVEL 9 Language Skills Punctuation (HMC)	3	1	2	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	2	2	1	1	2	1	1	1	0	1	1	2	2	2	0	1	3	2	P G G F

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-F-P
IOWA TESTS OF BASIC SKILLS, FORMS 5 AND 6, LEVEL 9 Language Skills Total (HMC)	3	2	1	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	2	2	1	0	2	1	1	0	0	1	1	2	2	3	0	1	3	2	P G F F
IOWA TESTS OF BASIC SKILLS, FORMS 5 AND 6, LEVEL 10 Composite (HMC)	3	2	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	0	2	2	1	0	2	1	1	0	0	1	1	2	3	3	0	1	3	2	P F F G
IOWA TESTS OF BASIC SKILLS, FORMS 5 AND 6, LEVEL 10 Language Skills Capitalization (HMC)	3	1	2	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	2	2	1	1	2	1	1	1	0	1	1	2	1	2	0	1	3	2	P G G F
IOWA TESTS OF BASIC SKILLS, FORMS 5 AND 6, LEVEL 10 Language Skills Punctuation (HMC)	3	1	2	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	2	2	1	1	2	1	1	1	0	1	1	2	2	2	0	1	3	2	P G G F
IOWA TESTS OF BASIC SKILLS, FORMS 5 AND 6, LEVEL 10 Language Skills Total (HMC)	3	2	1	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	2	2	1	0	2	1	1	0	0	1	1	2	2	3	0	1	3	2	P G F F
IOWA TESTS OF BASIC SKILLS, PRIMARY, FORMS 5 AND 6 - LEVEL 8 Language Skills Capitalization (HMC)	3	1	2	0	0	0	0	1	2	1	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	0	0	0	1	1	0	0	0	0	2	2	P G F P
IOWA TESTS OF BASIC SKILLS, PRIMARY, FORMS 5 AND 6 - LEVEL 8 Language Skills Punctuation (HMC)	3	1	2	0	0	0	0	1	2	1	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	0	0	0	1	1	0	0	0	0	3	2	P G F P
IOWA TESTS OF BASIC SKILLS, PRIMARY, FORMS 5 AND 6 - LEVEL 8 Language Skills Total (HMC)	3	2	1	0	0	0	0	1	1	1	1	1	1	1	1	1	1	1	2	2	1	0	2	1	1	0	0	0	1	1	0	0	0	0	0	2	P G F P
LATE PRIMARY SURVEY TEST Language (SFC)	3	2	1	0	2	0	0	1	2	1	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	0	1	1	0	2	0	0	0	2	F G F P
METROPOLITAN ACHIEVEMENT TESTS - ELEMENTARY Language (HBJ)	3	2	1	0	0	2	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	0	0	1	1	2	0	3	0	1	3	2	F G G F
SCHONELL DIAGNOSTIC ENGLISH TESTS Capital Letters and Punctuation (NFER)	0	2	2	0	0	0	0	1	2	0	1	0	1	1	0	1	1	0	2	2	1	1	1	1	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS - SERIES II, 4A AND 4B Mechanics of Writing Capitalization and Punctuation (ETS)	3	2	2	0	0	2	0	1	2	1	1	1	1	1	0	1	1	0	2	2	1	1	2	1	1	1	0	1	1	0	0	2	2	1	3	2	F G F F
SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS - SERIES II, 4A AND 4B Mechanics of Writing Total (ETS)	3	2	1	0	0	2	0	1	2	1	1	1	1	1	0	1	1	0	2	2	1	0	2	1	1	1	0	1	1	0	0	3	3	1	3	2	F G F G
SRA ASSESSMENT SURVEY, ACHIEVEMENT SERIES - BLUE LEVEL Language Arts Usage (SRA)	2	1	1	0	0	2	0	1	2	1	1	1	1	1	1	1	1	0	2	2	1	1	2	1	1	1	0	1	1	1	0	3	0	1	3	2	P G G F
SRA ASSESSMENT SURVEY, ACHIEVEMENT SERIES - PRIMARY I Language Arts (SRA)	2	2	0	0	0	0	0	1	2	1	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	1	1	1	0	2	0	0	1	2	P G G P
SRA ASSESSMENT SURVEY, ACHIEVEMENT SERIES - PRIMARY II Language Arts (SRA)	2	2	0	0	0	1	0	1	2	1	1	1	1	1	0	1	1	1	2	2	1	1	2	1	1	1	0	1	1	1	0	3	0	0	1	2	P G G P
13C. Grammatical Skills in Writing																																					
AMERICAN SCHOOL ACHIEVEMENT TESTS - INTERMEDIATE BATTERY Language (BMC)	3	2	2	0	0	0	0	1	1	0	1	1	1	1	0	1	1	0	2	2	1	1	2	1	1	1	1	1	1	1	0	0	0	1	0	2	P F G P

ELEMENTARY GOAL / TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES			
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION				
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form							
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-3	0-3	0-1	0-3	0-2	G-P			
AMERICAN SCHOOL ACHIEVEMENT TESTS - PRIMARY BATTERY II Language Usage (BMC)	3	0	2	0	0	0	0	1	1	0	1	1	1	1	0	1	1	0	2	2	1	1	2	0	1	1	1	0	1	1	0	0	0	1	0	2	P	F	F	P
CALIFORNIA ACHIEVEMENT TESTS - LEVEL 2 Language Usage and Structure (CTB)	3	0	2	0	0	2	0	1	2	1	1	1	1	1	1	1	1	1	2	2	1	1	2	0	1	1	0	1	1	2	0	2	2	1	1	2	P	G	G	F
CALIFORNIA ACHIEVEMENT TESTS - LEVEL 3 Language Usage and Structure (CTB)	3	2	2	0	0	1	0	1	2	1	1	1	1	1	1	1	1	1	1	2	1	1	2	0	1	1	0	1	1	2	0	1	0	1	3	2	F	G	G	P
CANADIAN TESTS OF BASIC SKILLS, LEVELS EDITION - LEVEL 9 Language Skills Usage (TNS)	3	0	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	0	1	1	2	3	0	1	3	2	P	G	F	F
CANADIAN TESTS OF BASIC SKILLS, LEVELS EDITION - LEVEL 10 Language Skills Usage (TNS)	3	0	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	0	1	1	2	2	0	1	2	2	P	G	F	F
COMPREHENSIVE TESTS OF BASIC SKILLS - LEVEL 1 Language Expression (CTB)	3	1	2	0	0	2	0	1	2	1	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	1	1	2	2	3	2	1	1	2	F	G	G	F
COMPREHENSIVE TESTS OF BASIC SKILLS, EXPANDED EDITION - LEVEL 1 Language Expression (CTB)	3	1	1	0	0	2	0	1	1	1	1	0	1	1	0	1	1	1	2	2	1	1	2	1	1	1	0	1	1	0	0	3	2	1	1	2	P	F	F	F
COMPREHENSIVE TESTS OF BASIC SKILLS, EXPANDED EDITION - LEVEL 2 Language Expression (CTB)	3	1	1	0	0	2	0	1	1	2	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	1	1	0	0	2	2	1	3	2	P	G	F	F
DOREN DIAGNOSTIC READING TEST OF WORD RECOGNITION Ending Sounds (AGS)	2	1	1	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	0	0	0	0	1	2	0	0	0	0	0	0	P	G	F	P
ENGLISH PROGRESS TEST A2 (NFER2)	0	0	1	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	0	0	1	0	1	0	0	1	0	0	3	0	1	0	2	P	G	P	P
GRAY-VOTAW-ROGERS GENERAL ACHIEVEMENT TEST - INTERMEDIATE Language (SV)	0	1	2	0	0	0	0	1	0	0	1	1	1	1	1	1	1	0	2	2	1	1	2	1	1	0	1	0	1	0	0	2	0	0	2	1	P	F	F	P
HOYUM-SANDERS ELEMENTARY ENGLISH TEST (BEM)	1	1	1	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	2	2	1	0	2	0	1	0	0	1	1	1	0	3	0	1	3	1	P	F	F	F
INFORMAL READING ASSESSMENT TESTS, TEST 3 Word Attack Word Structure (TNS)	0	0	2	0	0	0	0	0	2	0	1	1	0	1	1	1	1	1	2	2	1	1	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P	F	F	P
INFORMAL READING ASSESSMENT TESTS, TEST 4 Word Attack Word Structure (TNS)	0	0	2	0	0	0	0	0	1	0	1	1	0	1	1	1	1	1	2	2	1	1	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P	F	F	P
INVENTORY-SURVEY TEST FOR PRIMARY GRADES Inflection and Derivation (SFC)	1	0	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	1	1	0	2	0	1	0	0	0	1	0	0	0	0	0	0	0	P	G	P	P
IOWA TESTS OF BASIC SKILLS, FORMS 1-4, GRADE 3 Language Skills Usage (HMC)	3	1	2	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	2	2	1	1	2	1	1	1	0	1	1	2	2	2	2	1	3	2	P	G	G	G
IOWA TESTS OF BASIC SKILLS, FORMS 1-4, GRADE 4 Language Skills Usage (HMC)	3	1	2	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	2	2	1	1	2	1	1	1	0	1	1	2	2	2	2	1	3	2	P	G	G	G
IOWA TESTS OF BASIC SKILLS, FORMS 5 AND 6, LEVEL 9 Language Skills Usage (HMC)	3	1	2	0	0	0	0	1	2	2	1	1	1	1	0	1	1	1	2	2	1	1	2	1	1	1	0	1	1	2	2	2	0	1	1	2	P	G	G	F

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustrations & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range	0-3	0-3	0-2	0-2	0-3	0-3	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-3	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-3	0-3	0-1	0-3	0-2	G-P
IOWA TESTS OF BASIC SKILLS, FORMS 5 AND 6, LEVEL 10 Language Skills Usage (HMC)	3	1	2	0	0	0	0	1	2	2	1	1	1	1	0	1	1	1	2	2	1	1	2	1	1	1	0	1	1	2	2	2	0	1	3	2	P G G F
IOWA TESTS OF BASIC SKILLS, PRIMARY, FORMS 5 AND 6 - LEVEL 8 Language Skills Usage (HMC)	3	0	2	0	0	0	0	1	2	2	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	0	0	0	1	1	0	0	0	0	2	2	P G F P
MODERN LANGUAGE APTITUDE TEST - ELEMENTARY Matching Words (PC)	1	0	2	0	0	0	0	1	1	0	1	1	1	1	1	1	1	1	1	2	1	1	2	1	0	0	0	0	1	0	0	2	0	1	0	0	P F F P
NATIONAL ACHIEVEMENT TESTS - MUNICIPAL TESTS FOR GRADES 3-6 English Test (PA)	0	1	1	0	0	0	0	1	1	0	1	1	1	1	0	0	1	0	2	2	1	1	1	0	1	1	0	0	1	0	0	0	0	0	0	0	P F P P
NATIONAL ACHIEVEMENT TESTS FOR GRADES 3-8 English Test (PA)	0	1	1	0	0	0	0	1	1	0	1	1	1	0	0	0	1	1	1	2	1	0	1	0	0	1	0	0	1	0	0	0	0	0	0	0	P F P P
PICTURE STORY LANGUAGE TEST Syntax Quotient (GS)	1	1	2	0	1	0	0	0	0	0	0	1	0	0	1	1	1	1	2	1	1	1	0	1	1	1	1	0	0	1	0	3	0	0	0	1	P P F P
PUBLIC SCHOOL ACHIEVEMENT TESTS Language Usage (BMC)	1	1	2	0	0	0	0	1	2	0	1	1	1	0	1	0	1	1	2	2	1	1	1	0	1	0	1	0	1	1	0	0	0	1	0	1	P F F P
SCALE FOR MEASURING WRITTEN COMPOSITION (ETSA)	0	1	1	0	0	0	0	0	1	0	1	0	0	0	0	0	0	1	2	2	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
SCHONELL DIAGNOSTIC ENGLISH TESTS English Usage (NFER)	0	1	2	0	0	0	0	1	1	0	1	0	0	1	0	1	1	0	2	2	1	1	0	1	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS - SERIES II, 4A AND 4B English Expression (ETS)	2	1	2	0	0	2	0	1	1	1	1	1	0	1	0	1	1	0	2	2	1	0	2	1	1	1	0	1	1	0	0	3	2	1	3	2	P F F F
STANFORD ACHIEVEMENT TEST - INTERMEDIATE LEVEL I Language (HBJ)	3	1	1	0	0	0	0	1	2	2	1	1	1	1	1	1	0	0	2	2	1	1	2	1	1	1	0	1	1	2	0	0	0	1	3	2	P G G P
STANFORD ACHIEVEMENT TEST - PRIMARY LEVEL III Language (HBJ)	3	1	1	0	0	0	0	1	1	1	1	1	1	1	0	1	1	1	2	2	1	1	2	1	1	1	0	1	1	2	0	3	0	1	1	2	P G G P
13D. Penmanship																																					
DURRELL ANALYSIS OF READING DIFFICULTY Check List of Difficulties in Handwriting (HBJ)	0	1	1	0	0	0	0	0	2	0	1	1	0	0	0	1	1	1	2	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DURRELL ANALYSIS OF READING DIFFICULTY Handwriting - Letters per Minute (HBJ)	0	0	2	0	0	0	0	0	2	0	1	1	0	0	0	1	1	1	2	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
EXPRESSIONAL GROWTH THROUGH HANDWRITING Evaluation Scale - Third Grade Cursive Handwriting (ZB)	0	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	2	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P G P P
EXPRESSIONAL GROWTH THROUGH HANDWRITING Evaluation Scale - Fourth Grade Cursive Handwriting (ZB)	0	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	2	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P G P P
EXPRESSIONAL GROWTH THROUGH HANDWRITING Evaluation Scale - Third Grade Manuscript Writing (ZB)	0	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	2	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P G P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustrations & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-F
GESELL DEVELOPMENTAL KIT Pencil and Paper Tests (WPS)	0	1	1	0	1	0	0	0	1	1	1	1	0	0	0	1	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	PFPP
GROUP DIAGNOSTIC READING APTITUDE AND ACHIEVEMENT TESTS Motor Tests Copying Text (CHN)	0	0	2	0	0	0	0	1	2	0	1	1	1	0	0	1	1	0	2	2	1	1	1	0	1	1	0	0	1	2	0	0	0	1	0	1	PFFP
SCREENING TESTS TO BE USED BY THE CLASSROOM TEACHER Alphabet Writing - From Dictation (ATP)	0	1	0	0	0	0	0	0	2	0	0	0	0	0	0	0	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	PPPP
SCREENING TESTS TO BE USED BY THE CLASSROOM TEACHER Alphabet Writing - Spontaneous (ATP)	0	1	0	0	0	0	0	0	2	0	0	0	0	0	0	0	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	PPPP
SCREENING TESTS TO BE USED BY THE CLASSROOM TEACHER Sentence Writing - From Dictation (ATP)	0	1	0	0	0	0	0	0	2	0	0	0	0	0	0	0	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	PPPP
SCREENING TESTS TO BE USED BY THE CLASSROOM TEACHER Wold Sentence Copying Test (ATP)	0	0	1	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	PFPP
STANDARD READING TESTS Copying a Sentence (ACER)	0	0	2	0	0	0	0	0	0	0	0	1	0	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	PPPP
12E. Purpose and Organization in Writing																																					
DEVELOPMENTAL PROFILE Communication Age (PDP)	1	1	1	0	0	0	0	0	2	1	1	1	0	0	1	1	0	1	2	0	1	0	1	1	0	0	1	0	1	0	0	0	0	0	0	0	PFPP
PICTURE STORY LANGUAGE TEST Abstract-Concrete (GS)	1	1	1	0	1	0	0	0	0	0	0	1	0	0	1	1	1	1	2	1	1	1	0	1	1	1	1	0	0	1	0	0	0	0	2	1	PPFP
PICTURE STORY LANGUAGE TEST Productivity Total Sentences (GS)	1	0	1	0	1	0	0	0	0	0	0	1	0	0	1	1	1	1	2	1	1	1	0	1	1	1	1	0	0	1	0	0	0	0	1	1	PPFP
PICTURE STORY LANGUAGE TEST Productivity Total Words (GS)	1	0	1	0	1	0	0	0	0	0	0	1	0	0	1	1	1	1	2	1	1	1	1	1	1	1	1	0	0	1	0	0	0	0	3	1	PPFP
PICTURE STORY LANGUAGE TEST Productivity Words per Sentence (GS)	1	0	1	0	1	0	0	0	0	0	0	1	0	0	1	1	1	1	2	1	1	1	0	1	1	1	1	0	0	1	0	2	0	0	3	1	PPFP
SCHONELL DIAGNOSTIC ENGLISH TESTS Composition (NFER)	0	1	2	0	0	0	0	1	2	0	1	0	0	0	1	1	1	1	2	2	1	1	0	1	0	0	0	0	1	0	0	0	0	0	0	0	PFPP
12F. Expression in Writing																																					
COMPREHENSIVE TESTS OF BASIC SKILLS - LEVEL 2 Language Expression (CTB)	3	0	1	0	0	1	0	1	2	2	1	1	1	1	1	1	1	1	1	2	1	1	2	1	1	1	0	1	1	2	0	2	0	1	3	2	PGGF
SCHONELL DIAGNOSTIC ENGLISH TESTS Sentence Structure (NFER)	0	1	2	0	0	0	0	1	1	0	1	0	0	1	0	1	1	0	1	2	1	1	0	1	0	0	0	0	1	0	0	0	0	0	0	0	PPPP
SIMILES (RPP)	2	1	2	0	1	0	0	0	2	0	1	1	0	1	1	1	1	0	2	2	1	1	0	1	1	0	0	0	1	0	0	0	0	1	0	1	PFPP

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent / Factorial	Experimental / Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range	0-3	0-2	0-2	0-2	0-3	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-3	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	[illegible]
14. REFERENCE AND STUDY SKILLS																																					
14A. Reference and Library Skills																																					
CANADIAN TESTS OF BASIC SKILLS, LEVELS EDITION - LEVEL 9 Work-Study Skills Knowledge and Use of Reference Materials (TNS)	3	1	2	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	1	2	1	1	1	0	0	1	1	1	2	0	1	3	2	P G F F
CANADIAN TESTS OF BASIC SKILLS, LEVELS EDITION - LEVEL 9 Work-Study Skills Total (TNS)	3	1	1	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	0	2	1	1	1	0	0	1	1	2	2	0	1	3	2	P G F F
CANADIAN TESTS OF BASIC SKILLS, LEVELS EDITION - LEVEL 10 Work-Study Skills Knowledge and Use of Reference Materials (TNS)	3	1	2	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	1	2	1	1	1	0	0	1	1	2	2	0	1	3	2	P G F F
CANADIAN TESTS OF BASIC SKILLS, LEVELS EDITION - LEVEL 10 Work-Study Skills Total (TNS)	3	1	1	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	0	2	1	1	1	0	0	1	1	2	2	0	1	3	2	P G F F
COMPREHENSIVE TESTS OF BASIC SKILLS - LEVEL 1 Study Skills (CTB)	3	1	2	0	0	2	0	1	1	2	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	1	1	2	2	2	2	1	1	2	F G G F
COMPREHENSIVE TESTS OF BASIC SKILLS - LEVEL 2 Study Skills Total (CTB)	3	1	1	0	0	1	0	1	1	2	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	1	1	2	0	2	0	1	3	2	P G G F
COMPREHENSIVE TESTS OF BASIC SKILLS - LEVEL 2 Study Skills Using Reference Materials (CTB)	3	1	2	0	0	1	0	1	2	1	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	1	1	2	0	2	0	1	2	2	P G G P
COMPREHENSIVE TESTS OF BASIC SKILLS, EXPANDED EDITION - LEVEL 1 Reference Skills (CTB)	3	0	2	0	0	1	0	1	1	1	1	1	1	0	0	1	1	1	2	2	1	1	2	1	1	1	0	1	1	0	0	2	1	1	1	2	P F F P
COMPREHENSIVE TESTS OF BASIC SKILLS, EXPANDED EDITION - LEVEL 2 Reference Skills (CTB)	3	1	2	0	0	1	0	1	2	1	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	1	1	0	0	2	1	1	2	2	P G F F
INVENTORY-SURVEY TEST FOR INTERMEDIATE GRADES Dictionary Skills (SFC)	1	0	2	0	0	0	0	1	2	0	1	1	0	0	1	1	1	1	2	2	1	1	2	0	1	0	0	1	1	1	0	0	0	0	0	0	P F F P
IOWA TESTS OF BASIC SKILLS, FORMS 1-4, GRADE 3 Work-Study Skills Knowledge and Use of Reference Materials (HMC)	3	1	2	0	0	0	0	1	1	0	1	1	1	0	0	1	1	0	2	2	1	1	2	1	1	1	0	1	1	2	1	2	2	1	3	2	P F G F
IOWA TESTS OF BASIC SKILLS, FORMS 1-4, GRADE 3 Work-Study Skills Total (HMC)	3	1	1	0	0	0	0	1	1	0	1	1	1	0	0	1	1	0	2	2	1	0	2	1	1	1	0	1	1	2	2	2	2	1	1	2	P F G F
IOWA TESTS OF BASIC SKILLS, FORMS 1-4, GRADE 4 Work-Study Skills Knowledge and Use of Reference Materials (HMC)	3	1	2	0	0	0	0	1	2	0	1	1	1	0	0	1	1	0	2	2	1	1	2	1	1	1	0	1	1	2	2	2	2	1	3	2	P F G G
IOWA TESTS OF BASIC SKILLS, FORMS 1-4, GRADE 4 Work-Study Skills Total (HMC)	3	1	1	0	0	0	0	1	1	0	1	1	1	0	0	1	1	0	2	2	1	0	2	1	1	1	0	1	1	2	2	3	2	1	3	2	P F G G
IOWA TESTS OF BASIC SKILLS, FORMS 5 AND 6, LEVEL 9 Work-Study Skills Knowledge and Use of Reference Materials (HMC)	3	1	2	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	2	2	1	1	2	1	1	1	0	1	1	2	2	2	0	1	3	2	P F G F
IOWA TESTS OF BASIC SKILLS, FORMS 5 AND 6, LEVEL 9 Work-Study Skills Total (HMC)	3	1	1	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	2	2	1	0	2	1	1	0	0	1	1	2	2	3	0	1	3	2	P F F F

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION		INSTRUCTIONS				FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Instructional				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Agents	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Groups	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-3	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-3	0-3	0-1	0-3	0-2	[illegible]
IOWA TESTS OF BASIC SKILLS, FORMS 5 AND 6, LEVEL 10 Work-Study Skills Knowledge and Use of Reference Materials (HMC)	3	1	2	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	2	2	1	1	2	1	1	1	0	1	1	2	2	2	0	1	3	2	P F G F
IOWA TESTS OF BASIC SKILLS, FORMS 5 AND 6, LEVEL 10 Work-Study Skills Total (HMC)	3	1	1	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	2	2	1	0	2	1	1	0	0	1	1	2	2	3	0	1	3	2	P F F F
IOWA TESTS OF BASIC SKILLS, PRIMARY, FORMS 5 AND 6 - LEVEL 8 Work-Study Skills References (HMC)	3	0	1	0	0	0	0	1	2	2	1	1	0	0	1	0	1	1	2	2	1	1	2	1	1	0	0	0	1	1	0	0	0	0	2	2	P G F P
IOWA TESTS OF BASIC SKILLS, PRIMARY, FORMS 5 AND 6 - LEVEL 8 Work-Study Skills Total (HMC)	3	0	0	0	0	0	0	1	2	2	1	1	0	0	1	0	1	1	2	2	1	1	2	1	1	0	0	0	1	1	0	0	0	0	0	2	P G F P
PUPIL PROGRESS SERIES DIAGNOSTIC READING - ELEMENTARY Knowledge and Use of Sources (STS)	1	1	2	0	0	0	0	1	1	0	1	1	1	1	1	1	1	0	2	2	1	1	2	1	1	1	0	0	1	1	0	2	0	1	3	1	P F F P
SRA ASSESSMENT SURVEY, ACHIEVEMENT SERIES - BLUE LEVEL Use of Sources (SRA)	2	2	2	0	0	2	0	1	2	1	1	1	1	1	1	1	1	0	2	2	1	1	2	1	1	1	0	1	1	1	0	3	0	1	3	2	F G G F
14B. Personal Study Skills and Habits																																					
BURKS' BEHAVIOR RATING SCALES Poor Academics (AP)	2	0	1	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	0	1	1	1	1	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
MATHEMATICS																																					
15. UNDERSTANDING MATH CONCEPTS																																					
ACER MATHEMATICS TESTS Test AM 04 - Whole Numbers Mathematical Ideas (ACER)	3	1	2	0	0	0	0	1	1	2	1	1	1	1	1	0	1	1	2	2	1	0	2	0	1	1	0	0	1	0	0	2	0	1	1	1	P G F P
ACER MATHEMATICS TESTS Test AM 04 - Whole Numbers Mathematical Terms (ACER)	3	0	2	0	0	0	0	1	2	2	1	1	1	1	1	1	1	1	2	2	1	1	2	0	1	1	0	0	1	0	0	1	0	1	1	1	P G F P
BASIC MATHEMATICS TEST C (NFER2)	0	1	1	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	2	2	1	0	1	1	0	1	0	0	1	0	0	3	0	0	1	2	P F P P
CALIFORNIA ACHIEVEMENT TESTS - LEVEL 2 Mathematics Concepts and Problems (CTB)	3	1	1	0	0	2	0	1	2	1	1	1	1	1	1	1	1	1	2	2	1	1	2	0	1	1	0	1	1	2	0	3	2	0	0	2	P G G P
CANADIAN TESTS OF BASIC SKILLS, LEVELS EDITION - LEVEL 9 Mathematics Skills Mathematics Concepts (TNS)	3	1	2	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	1	2	1	1	1	0	0	1	1	2	2	0	1	2	2	P G F F
CANADIAN TESTS OF BASIC SKILLS, LEVELS EDITION - LEVEL 10 Mathematics Skills Mathematics Concepts (TNS)	3	1	2	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	1	2	1	1	1	0	0	1	1	2	2	0	1	3	2	P G F F
COMPREHENSIVE TESTS OF BASIC SKILLS - LEVEL 2 Arithmetic Concepts (CTB)	3	1	1	0	0	2	0	1	2	2	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	1	1	2	0	2	0	1	3	2	P G G F
COOPERATIVE PRIMARY TESTS Mathematics - Form 23 (ETS)	3	1	1	0	0	0	0	0	1	1	1	1	1	1	1	0	1	1	2	2	1	0	2	1	1	1	0	1	1	1	0	2	2	0	3	1	P F F F

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
IOWA TESTS OF BASIC SKILLS, FORMS 1-4, GRADE 3 Arithmetic Skills Arithmetic Concepts (HMC)	3	1	1	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	2	2	1	1	2	1	1	1	0	1	1	2	2	2	2	1	3	2	P F G G
IOWA TESTS OF BASIC SKILLS, FORMS 5 AND 6, LEVEL 9 Mathematics Skills Mathematics Concepts (HMC)	3	1	2	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	2	2	1	1	2	1	1	1	0	1	1	2	2	2	0	1	1	2	P F G F
IOWA TESTS OF BASIC SKILLS, FORMS 5 AND 6, LEVEL 10 Mathematics Skills Mathematics Concepts (HMC)	3	1	2	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	2	2	1	1	2	1	1	1	0	1	1	2	2	2	0	1	3	2	P F G F
MATHEMATICS ATTAINMENT TEST A (NFER2)	0	1	1	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	2	2	1	0	1	1	0	1	0	0	1	0	0	3	0	1	3	2	P F P F
MATHEMATICS ATTAINMENT TEST B (NFER2)	0	1	1	0	0	0	0	1	1	0	1	1	0	0	1	1	1	1	2	2	1	0	1	1	0	1	0	0	1	0	0	0	0	0	0	2	P F P P
MATHEMATICS ATTAINMENT TEST C3 (NFER2)	0	1	1	0	0	0	0	1	0	0	1	1	1	0	1	1	1	1	2	2	1	0	0	1	0	1	0	0	1	0	0	0	0	0	0	2	P F P P
METROPOLITAN ACHIEVEMENT TESTS - ELEMENTARY Mathematics Concepts (HBJ)	3	1	1	0	0	2	0	1	2	0	1	1	1	1	1	1	1	0	2	2	1	1	2	1	1	0	0	1	1	2	0	3	0	1	3	2	P G G F
METROPOLITAN ACHIEVEMENT TESTS - PRIMARY II Mathematics Concepts (HBJ)	3	1	1	0	0	2	0	1	2	0	1	1	0	1	1	1	1	1	2	2	1	1	2	1	1	0	0	1	1	2	0	2	0	0	3	2	P G G P
MODERN MATHEMATICS SUPPLEMENT TO THE IOWA TESTS OF BASIC SKILLS Grade Three Test (HMC)	3	2	1	0	0	2	0	1	2	2	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	0	1	1	0	2	0	1	3	2	F G F F
MODERN MATHEMATICS SUPPLEMENT TO THE IOWA TESTS OF BASIC SKILLS Grade Four Test (HMC)	3	2	1	0	0	2	0	1	2	2	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	0	1	1	0	2	0	1	3	2	F G F F
PEABODY INDIVIDUAL ACHIEVEMENT TEST Mathematics (AGS)	2	0	1	0	0	2	0	1	2	0	1	1	1	1	1	1	1	1	2	0	1	1	2	1	1	1	1	1	1	1	1	0	0	0	3	2	P G F P
SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS - SERIES II, 4A AND 4B Mathematics Basic Concepts (ETS)	3	1	1	0	0	2	0	1	1	1	1	1	1	1	1	1	1	0	2	2	1	0	2	1	1	1	0	1	1	0	0	2	2	1	3	2	P G F F
STANFORD ACHIEVEMENT TEST - INTERMEDIATE LEVEL I Mathematics Concepts (HBJ)	3	1	2	0	0	0	0	1	1	2	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	1	1	2	0	0	0	1	2	2	P G G P
STANFORD ACHIEVEMENT TEST - PRIMARY LEVEL II Mathematics Concepts (HBJ)	3	1	1	0	0	0	0	1	2	1	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	1	1	2	0	2	0	1	1	2	P G G P
STANFORD ACHIEVEMENT TEST - PRIMARY LEVEL III Mathematics Concepts (HBJ)	3	1	2	0	0	0	0	1	1	2	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	1	1	2	0	2	0	1	1	2	P G G P
STANFORD ACHIEVEMENT TEST - PRIMARY LEVEL III Total Mathematics (HBJ)	3	1	1	0	0	0	0	1	1	2	1	1	1	1	1	1	1	1	2	2	1	0	2	1	1	1	0	1	1	2	0	0	0	1	3	2	P G G P
15A. Knowledge of Numbers and Sets																																					
AMERICAN SCHOOL ACHIEVEMENT TESTS - ARITHMETIC READINESS Average (BMC)	0	1	1	0	0	0	0	1	0	0	0	0	1	1	1	0	1	1	2	2	1	0	0	0	1	0	0	0	1	0	0	0	0	0	0	0	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-3	0-3	0-1	0-3	0-2	G-F-P
AMERICAN SCHOOL ACHIEVEMENT TESTS - ARITHMETIC READINESS Test A (BMC)	0	1	1	0	0	0	0	1	0	0	0	0	1	1	1	0	1	1	2	2	1	1	0	0	1	1	0	0	1	0	0	0	0	0	0	0	P F P P
AMERICAN SCHOOL ACHIEVEMENT TESTS - ARITHMETIC READINESS Test B (BMC)	0	1	1	0	0	0	0	1	0	0	0	0	1	1	1	0	1	1	2	2	1	1	0	0	1	1	0	0	1	0	0	0	0	0	0	0	P F P P
KEY MATH DIAGNOSTIC ARITHMETIC TEST Fractions (AGS)	3	0	1	0	0	0	0	0	2	0	1	0	0	0	1	1	1	1	2	0	1	0	2	1	0	0	0	0	1	0	0	2	0	0	0	0	P F P P
MATHEMATICS TEST FOR GRADES FOUR, FIVE AND SIX Set Terminology (PA)	1	1	2	0	0	0	0	1	1	0	1	1	1	0	0	0	1	1	2	2	1	1	2	0	1	1	0	0	1	0	0	1	0	0	1	2	P F F P
PUPIL RECORD OF EDUCATIONAL BEHAVIOR Mathematical Concepts (TRC)	1	1	1	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	2	0	1	0	0	0	0	0	0	0	1	2	0	0	0	0	0	0	P F P P
15B. Knowledge of Numeral Systems and Number Principles																																					
ACER MATHEMATICS TESTS Test AM 1 - Numeration, Counting and Number Patterns (ACER)	3	1	2	0	0	0	0	1	2	2	1	1	1	1	1	1	1	1	2	2	1	0	2	0	1	1	0	0	1	0	0	3	0	1	0	1	P G F P
ACER MATHEMATICS TESTS Test AM 2 - Place Value (ACER)	3	0	2	0	0	0	0	1	2	2	1	1	1	1	1	1	1	1	2	2	1	0	2	0	1	1	0	0	1	0	0	2	0	1	0	1	P G F P
CANADIAN TESTS OF BASIC SKILLS - LEVEL 8 Mathematics Skills Mathematics Concepts (TNS)	3	1	1	0	0	0	0	1	2	1	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	0	1	1	0	0	0	0	3	2	P G F P
COMPREHENSIVE TESTS OF BASIC SKILLS - LEVEL 1 Arithmetic Concepts (CTB)	3	1	1	0	0	2	0	1	2	1	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	1	1	2	2	2	2	1	1	2	P G G F
COMPREHENSIVE TESTS OF BASIC SKILLS, EXPANDED EDITION - LEVEL 1 Mathematics Concepts (CTB)	3	1	1	0	0	1	0	1	2	1	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	1	1	0	0	2	2	1	0	2	P G F P
DETROIT TEST OF LEARNING APTITUDE Number Ability (BMC)	0	1	1	0	0	0	0	0	1	0	1	1	1	0	0	0	1	1	2	0	0	1	2	1	1	1	1	0	0	0	0	0	0	0	0	1	P F P P
IOWA TESTS OF BASIC SKILLS, PRIMARY, FORMS 5 AND 6 - LEVEL 8 Mathematics Skills Mathematics Concepts (HMC)	3	1	1	0	0	0	0	1	2	2	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	0	0	0	1	1	0	0	0	0	3	2	P G F P
KEY MATH DIAGNOSTIC ARITHMETIC TEST Numeration (AGS)	3	1	1	0	0	0	0	0	2	0	1	0	0	0	1	1	1	1	2	0	1	0	1	1	0	0	0	0	1	0	0	2	0	0	0	0	P F P P
MATHEMATICS TEST FOR GRADES FOUR, FIVE AND SIX Mathematical Structure (PA)	1	1	2	0	0	0	0	1	1	0	1	1	1	0	0	[illegible]	1	1	2	2	1	1	2	0	1	1	0	0	1	0	0	1	0	0	0	2	P F F P
MATHEMATICS TEST FOR GRADES FOUR, FIVE AND SIX Understanding Numeration Systems (PA)	1	1	2	0	0	0	0	1	1	0	1	1	1	0	0	0	1	1	2	2	1	1	2	0	1	1	0	0	1	0	0	1	0	0	1	2	P F F P
PROGRESSIVE ACHIEVEMENT TESTS, MATHEMATICS - PART 2 (NZCER)	3	2	0	0	0	2	0	1	1	2	1	1	1	1	1	1	1	1	2	2	1	0	2	1	1	1	0	0	1	2	0	3	2	1	3	2	P G F F
PROGRESSIVE ACHIEVEMENT TESTS, MATHEMATICS - PART 3 (NZCER)	3	2	0	0	0	2	0	1	1	2	1	1	1	1	1	1	1	1	2	2	1	0	2	1	1	1	0	0	1	2	0	2	2	1	3	2	P G F F

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-F-P
PUBLIC SCHOOL PRIMARY INTELLIGENCE TEST Number Information Selection of Largest (BMC)	0	0	2	0	0	0	0	0	1	0	1	1	1	0	0	0	1	0	2	2	1	1	1	0	1	1	0	0	1	1	0	0	0	1	0	2	P P F P
PUBLIC SCHOOL PRIMARY INTELLIGENCE TEST Number Information Total (BMC)	0	0	1	0	0	0	0	0	1	0	0	0	1	0	0	0	1	0	2	2	1	1	1	0	1	1	0	0	1	1	0	0	0	1	0	2	P P F P
STANFORD DIAGNOSTIC ARITHMETIC TEST - LEVEL I Concepts of Numbers and Numerals Decimal Place Value (HBJ)	3	0	2	0	0	2	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	1	1	1	1	0	0	1	1	0	3	0	1	2	2	P G F F
STANFORD DIAGNOSTIC ARITHMETIC TEST - LEVEL I Concepts of Numbers and Numerals Number System, Counting (HBJ)	3	1	2	0	0	2	0	1	1	0	1	1	1	0	1	1	1	1	2	2	1	1	1	1	1	1	0	0	1	1	0	3	0	1	1	2	F F F P
STANFORD DIAGNOSTIC ARITHMETIC TEST - LEVEL I Concepts of Numbers and Numerals Total (HBJ)	3	1	1	0	0	2	0	1	2	0	1	1	1	0	0	1	1	1	2	2	1	0	1	1	1	1	0	0	1	1	0	3	0	1	3	2	P F F F
STANFORD DIAGNOSTIC ARITHMETIC TEST - LEVEL II Concepts of Numbers and Numerals Decimal Place Value (HBJ)	3	1	2	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	2	2	1	1	1	1	1	0	0	0	1	1	0	0	0	0	3	2	P F F P
15C. Knowledge Basic to Algebra																																					
KEY MATH DIAGNOSTIC ARITHMETIC TEST Geometry & Symbols (AGS)	3	0	1	0	0	0	0	0	2	[illegible]	1	0	0	0	1	1	1	1	2	0	1	0	1	1	0	0	0	0	1	0	0	2	0	0	0	0	P F P P
KEY MATH DIAGNOSTIC ARITHMETIC TEST Numerical Reasoning (AGS)	3	1	2	0	0	0	0	0	2	0	1	0	0	0	1	1	1	1	2	0	1	0	2	1	0	0	0	0	1	0	0	2	0	0	0	0	P F P P
NUMBER TEST DE (NFER2)	0	2	2	0	0	2	0	1	0	0	1	1	1	1	1	1	1	1	2	2	1	0	2	1	0	0	0	0	1	0	0	0	0	0	0	2	P F P P
STANFORD ACHIEVEMENT TEST - PRIMARY LEVEL III Mathematics Computation (HBJ)	3	1	1	0	0	0	0	1	1	2	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	1	1	2	0	2	0	1	0	2	P G G P
STANFORD DIAGNOSTIC ARITHMETIC TEST - LEVEL I Concepts of Numbers and Numerals Operations (HBJ)	3	1	2	0	0	2	0	1	2	0	1	1	1	1	0	1	1	1	2	2	1	1	1	1	1	1	0	0	1	1	0	2	0	1	2	2	F G F P
STANFORD DIAGNOSTIC ARITHMETIC TEST - LEVEL II Concepts of Numbers and Numerals Number System and Operations (HBJ)	3	2	2	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	2	2	1	1	1	1	1	0	0	0	1	1	0	0	0	0	3	2	P F F P
STANFORD DIAGNOSTIC ARITHMETIC TEST - LEVEL II Concepts of Numbers and Numerals Total (HBJ)	3	2	1	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	2	2	1	0	1	1	1	0	0	0	1	1	0	0	0	0	3	2	P F F P
16. PERFORMING ARITHMETIC OPERATIONS																																					
AMERICAN SCHOOL ACHIEVEMENT TESTS - INTERMEDIATE BATTERY Arithmetic Average (BMC)	3	2	1	0	0	0	0	1	1	0	0	1	1	1	0	1	1	0	2	2	1	0	2	1	1	0	1	1	1	1	0	0	0	1	0	0	P F F P
AMERICAN SCHOOL ACHIEVEMENT TESTS - INTERMEDIATE BATTERY Arithmetic Computation (BMC)	3	2	2	0	0	0	0	1	1	0	0	1	1	1	0	1	1	0	2	2	1	1	2	1	1	1	1	1	1	1	0	0	0	1	0	2	P F G P
COMPREHENSIVE TESTS OF BASIC SKILLS - LEVEL 2 Arithmetic Computation (CTB)	3	2	2	0	0	1	0	1	2	1	1	1	1	1	1	1	1	1	2	2	1	0	2	1	1	1	0	1	1	2	0	3	0	1	3	2	F G G F

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	TOTAL LETTER GRADES
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-3	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-2	0-2	0-1	0-3	0-2	G-F-P
COMPREHENSIVE TESTS OF BASIC SKILLS - LEVEL 2 Arithmetic Total (CTB)	3	2	1	0	0	2	0	1	2	2	1	1	1	1	1	1	1	1	2	2	1	0	2	1	1	1	0	1	1	2	0	3	0	1	3	2	F G G F
COMPREHENSIVE TESTS OF BASIC SKILLS, EXPANDED EDITION - LEVEL 2 Mathematics Computation (CTB)	3	2	2	0	0	1	0	1	1	2	1	1	1	1	1	1	1	1	2	2	1	0	2	1	1	1	0	1	1	0	0	2	2	1	3	2	F G F F
EDUCATIONAL DEVELOPMENT SERIES - ELEMENTARY LEVEL Mathematics (STS)	1	1	1	0	0	2	0	1	0	0	1	1	1	0	1	1	1	0	2	2	1	1	2	1	1	1	0	0	1	1	1	2	0	1	3	1	P F F F
MATHEMATICS TEST FOR GRADES FOUR, FIVE AND SIX Total (PA)	1	1	0	0	0	0	0	1	1	0	1	1	0	0	0	0	1	1	2	2	1	0	2	0	1	1	0	0	1	0	0	3	0	0	3	2	P F F F
NATIONAL ACHIEVEMENT TESTS FOR GRADES 3-8 Arithmetic Test - Fundamentals (PA)	0	2	2	0	0	0	0	1	1	0	1	1	1	0	0	0	1	1	2	2	1	0	1	0	0	1	0	0	1	0	0	0	0	0	0	0	P F P P
PRESCRIPTIVE TEACHING SERIES Math Skills (PEI)	1	1	0	0	0	0	0	0	1	0	0	1	0	0	1	1	0	1	1	0	1	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	P P P P
PUBLIC SCHOOL ACHIEVEMENT TESTS Arithmetic Computation (BMC)	1	2	2	0	0	0	0	1	1	0	1	1	1	0	1	0	1	1	2	2	1	0	1	0	1	0	1	0	1	1	0	0	0	1	0	1	P F F P
SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS - SERIES II, 4A AND 4B Mathematics Computation (ETS)	3	1	2	0	0	2	0	1	1	1	1	1	1	1	1	1	1	0	2	2	1	0	2	1	1	1	0	1	1	0	0	3	3	1	3	2	F G F G
WATSON DIAGNOSTIC MATHEMATICS TEST - JUNIOR Grand Total (BSC)	0	2	2	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	2	2	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
WATSON DIAGNOSTIC MATHEMATICS TEST - JUNIOR Part I (BSC)	0	1	2	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P G P P
WATSON DIAGNOSTIC MATHEMATICS TEST - JUNIOR Part II (BSC)	0	1	2	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	2	2	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
WATSON DIAGNOSTIC MATHEMATICS TEST - JUNIOR Part III (BSC)	0	1	2	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	2	2	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
16A. Whole-Number Computation																																					
ACER MATHEMATICS TESTS Test AM 4 - Whole Numbers Computation (ACER)	3	2	2	0	0	0	0	1	1	2	1	1	1	1	1	1	1	1	2	2	1	0	1	0	1	1	0	0	1	0	0	3	0	1	0	1	P G P P
AMERICAN SCHOOL ACHIEVEMENT TESTS - PRIMARY BATTERY II Arithmetic Average (BMC)	2	2	0	0	0	0	1	1	0	1	1	1	1	0	1	1	0	2	2	1	1	2	0	1	0	1	0	1	1	0	0	0	0	1	0	2	P F F P
AMERICAN SCHOOL ACHIEVEMENT TESTS - PRIMARY BATTERY II Arithmetic Computation (BMC)	3	2	2	0	0	0	0	1	1	0	1	1	1	1	0	1	1	0	2	2	1	1	2	0	1	1	1	0	1	1	0	0	0	1	0	2	P F F P
AMERICAN SCHOOL ACHIEVEMENT TESTS - PRIMARY BATTERY II Total Average (BMC)	3	2	0	0	0	0	0	1	1	0	1	1	1	1	0	1	1	0	2	2	1	0	2	0	1	0	1	0	1	1	0	0	0	1	0	2	P F F P
ANALYSIS OF LEARNING POTENTIAL - ELEMENTARY BATTERY Mathematics Composite Prognostic Score (HBJ)	2	2	2	0	0	2	0	1	1	0	1	1	1	1	1	1	1	0	2	2	1	1	2	1	1	0	0	1	1	1	0	2	2	1	3	2	F F F F

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-3	0-3	0-1	0-3	0-2	[illegible]
ARITHMETIC ACHIEVEMENT TESTS - LEVEL 3 Computation (DMC)	2	2	2	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	1	1	1	1	1	0	0	1	1	0	0	0	1	3	2	P G F P
ARITHMETIC ACHIEVEMENT TESTS - LEVEL 3 Total (DMC)	2	2	1	0	0	2	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	0	1	1	1	1	0	0	1	1	0	3	0	1	3	2	P G F F
ARITHMETIC ACHIEVEMENT TESTS - LEVEL 4 Computation (DMC)	2	2	2	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	1	2	1	1	1	0	0	1	1	0	0	0	1	2	2	P G F P
ARITHMETIC ACHIEVEMENT TESTS - LEVEL 4 Total (DMC)	2	2	1	0	0	2	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	0	2	1	1	1	0	0	1	1	0	3	0	1	3	2	P G F F
BASIC EDUCATIONAL SKILLS INVENTORY, MATH - LEVEL B Addition Facts (SEI)	0	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
BASIC EDUCATIONAL SKILLS INVENTORY, MATH - LEVEL B Addition Problems (SEI)	0	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
BASIC EDUCATIONAL SKILLS INVENTORY, MATH - LEVEL B Division Problems (SEI)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
BASIC EDUCATIONAL SKILLS INVENTORY, MATH - LEVEL B Multiplication Facts (SEI)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
BASIC EDUCATIONAL SKILLS INVENTORY, MATH - LEVEL B Multiplication Problems (SEI)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
BASIC EDUCATIONAL SKILLS INVENTORY, MATH - LEVEL B Subtraction Facts (SEI)	0	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
BASIC EDUCATIONAL SKILLS INVENTORY, MATH - LEVEL B Subtraction Problems (SEI)	0	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
BASIC EDUCATIONAL SKILLS INVENTORY, MATH - LEVEL B Total (SEI)	0	2	2	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	2	0	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
BASIC MATHEMATICS TEST A (NFER2)	0	2	1	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	2	2	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
BASIC MATHEMATICS TEST B (NFER2)	0	2	1	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	2	2	1	0	1	0	0	1	0	0	1	0	0	0	0	0	0	2	P F P P
CALIFORNIA ACHIEVEMENT TESTS - LEVEL 2 Mathematics Computation (CTB)	3	2	2	0	0	2	0	1	2	1	1	1	1	1	1	1	1	1	2	2	1	1	2	0	1	1	0	1	1	2	0	3	2	1	0	2	F G G F
CALIFORNIA ACHIEVEMENT TESTS - LEVEL 2 Mathematics Total (CTB)	3	2	1	0	0	2	0	1	2	1	1	1	1	1	1	1	1	1	2	2	1	0	2	0	1	1	0	1	1	2	0	3	2	0	0	2	F G F P
CALIFORNIA ACHIEVEMENT TESTS - LEVEL 3 Mathematics Computation (CTB)	3	2	2	0	0	2	0	1	1	1	1	1	1	1	1	1	1	1	1	2	1	0	2	0	1	1	0	1	1	2	0	2	0	1	3	2	F G F F
CALIFORNIA ACHIEVEMENT TESTS - LEVEL 3 Mathematics Total (CTB)	3	2	1	0	0	2	0	1	1	1	1	1	1	1	1	1	1	1	1	2	1	0	2	0	1	1	0	1	1	2	0	3	0	1	3	2	F G F F

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evolutional				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
COMPREHENSIVE TESTS OF BASIC SKILLS - LEVEL 1 Arithmetic Computation (CTB)	3	2	2	0	0	2	0	1	2	1	1	1	1	1	1	1	1	1	2	2	1	0	2	1	1	1	0	1	1	2	2	3	2	1	0	2	F G G F
COMPREHENSIVE TESTS OF BASIC SKILLS - LEVEL 1 Arithmetic Total (CTB)	3	2	1	0	0	2	0	1	2	1	1	1	1	1	1	1	1	1	2	2	1	0	2	1	1	1	0	1	1	2	2	3	2	1	1	2	F G G F
COMPREHENSIVE TESTS OF BASIC SKILLS, EXPANDED EDITION - LEVEL 1 Mathematics Computation (CTB)	3	2	2	0	0	1	0	1	2	1	1	1	1	1	1	1	1	1	2	2	1	0	2	1	1	1	0	1	1	0	0	3	2	1	0	2	F G F F
COMPREHENSIVE TESTS OF BASIC SKILLS, EXPANDED EDITION - LEVEL 1 Mathematics Total Mathematics (CTB)	3	2	1	0	0	2	0	1	2	1	1	1	1	1	1	1	1	1	2	2	1	0	2	1	1	1	0	1	1	0	0	3	2	1	1	2	F G F F
COMPREHENSIVE TESTS OF BASIC SKILLS, EXPANDED EDITION - LEVEL 2 Mathematics Total Mathematics (CTB)	3	2	1	0	0	2	0	1	1	2	1	1	1	1	1	1	1	1	2	2	1	0	2	1	1	1	0	1	1	0	0	3	2	1	3	2	F G F F
DIAGNOSTIC CHART FOR FUNDAMENTAL PROCESSES IN ARITHMETIC (BMC)	2	2	2	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P G P P
DIAGNOSTIC NUMBER TEST 1 (ACER)	2	2	2	0	0	0	0	1	1	0	1	0	0	0	1	1	1	1	2	2	1	0	1	1	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
DIAGNOSTIC NUMBER TEST 2 (ACER)	2	1	2	0	0	0	0	1	1	0	1	0	0	0	1	1	1	1	2	2	1	0	1	1	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
DIAGNOSTIC TESTS AND SELF-HELPS IN ARITHMETIC Diagnostic Test in Addition Facts (CTB)	0	1	2	0	0	0	0	0	2	0	1	1	1	1	0	1	1	1	2	2	1	1	1	0	0	0	0	0	1	2	0	0	0	0	0	0	P F F P
DIAGNOSTIC TESTS AND SELF-HELPS IN ARITHMETIC Diagnostic Test in Addition of Whole Numbers (CTB)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	2	1	1	1	0	0	0	0	0	1	2	0	0	0	0	0	0	P F F P
DIAGNOSTIC TESTS AND SELF-HELPS IN ARITHMETIC Diagnostic Test in Division by One-Place Numbers (CTB)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	2	1	1	1	0	0	0	0	0	1	2	0	0	0	0	0	0	P F F P
DIAGNOSTIC TESTS AND SELF-HELPS IN ARITHMETIC Diagnostic Test in Division Facts (CTB)	0	1	2	0	0	0	0	0	2	0	1	1	1	1	0	1	1	1	2	2	1	1	1	0	0	0	0	0	1	2	0	0	0	0	0	0	P F F P
DIAGNOSTIC TESTS AND SELF-HELPS IN ARITHMETIC Diagnostic Test in Multiplication Facts (CTB)	0	1	2	0	0	0	0	0	2	0	1	1	1	1	0	1	1	1	2	2	1	1	1	0	0	0	0	0	1	2	0	0	0	0	0	0	P F F P
DIAGNOSTIC TESTS AND SELF-HELPS IN ARITHMETIC Diagnostic Test in Multiplication of Whole Numbers (CTB)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	2	1	1	1	0	0	0	0	0	1	2	0	0	0	0	0	0	P F F P
DIAGNOSTIC TESTS AND SELF-HELPS IN ARITHMETIC Diagnostic Test in Subtraction Facts (CTB)	0	1	2	0	0	0	0	0	2	0	1	1	1	1	0	1	1	1	2	2	1	1	1	0	0	0	0	0	1	2	0	0	0	0	0	0	P F F P
DIAGNOSTIC TESTS AND SELF-HELPS IN ARITHMETIC Diagnostic Test in Subtraction of Whole Numbers (CTB)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	2	1	1	1	0	0	0	0	0	1	2	0	0	0	0	0	0	P F F P
DIAGNOSTIC TESTS AND SELF-HELPS IN ARITHMETIC Diagnostic Test in Uneven Division Facts (CTB)	0	1	2	0	0	0	0	0	2	0	1	1	1	1	0	1	1	1	2	2	1	1	1	0	0	0	0	0	1	2	0	0	0	0	0	0	P F F P
DIAGNOSTIC TESTS AND SELF-HELPS IN ARITHMETIC Screening Test in Whole Numbers Addition (CTB)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	2	1	1	1	0	0	0	0	0	1	2	0	0	0	0	0	0	P F F P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-3	0-3	0-1	0-3	0-2	G-P
DIAGNOSTIC TESTS AND SELF-HELPS IN ARITHMETIC Screening Test in Whole Numbers Division (CTB)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	2	1	1	1	0	0	0	0	0	1	2	0	0	0	0	0	0	P F F P
DIAGNOSTIC TESTS AND SELF-HELPS IN ARITHMETIC Screening Test in Whole Numbers Multiplication (CTB)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	2	1	1	1	0	0	0	0	0	1	2	0	0	0	0	0	0	P F F P
DIAGNOSTIC TESTS AND SELF-HELPS IN ARITHMETIC Screening Test in Whole Numbers Subtraction (CTB)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	2	1	1	1	0	0	0	0	0	1	2	0	0	0	0	0	0	P F F P
DOMINION SURVEY TEST OF ARITHMETIC FUNDAMENTALS, GRADES 3-5 Addition (GCT)	0	1	2	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	2	2	1	1	1	0	1	1	0	0	1	0	0	0	0	0	1	2	P G F P
DOMINION SURVEY TEST OF ARITHMETIC FUNDAMENTALS, GRADES 3-5 Division (GCT)	0	1	2	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	2	2	1	1	1	0	1	1	0	0	1	0	0	0	0	0	0	2	P F F P
DOMINION SURVEY TEST OF ARITHMETIC FUNDAMENTALS, GRADES 3-5 Multiplication (GCT)	0	1	2	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	2	2	1	1	1	0	1	1	0	0	1	0	0	0	0	0	1	2	P F F P
DOMINION SURVEY TEST OF ARITHMETIC FUNDAMENTALS, GRADES 3-5 Subtraction (GCT)	0	1	2	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	2	2	1	1	1	0	1	1	0	0	1	0	0	0	0	0	1	2	P G F P
DOMINION SURVEY TEST OF ARITHMETIC FUNDAMENTALS, GRADES 3-5 Total (GCT)	0	2	2	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	2	2	1	1	1	0	1	1	0	0	1	0	0	0	0	0	3	2	P F F P
EASY STEPS IN ARITHMETIC: NUMBER (ACER)	1	2	2	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	2	2	1	0	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
EDUCATIONAL DEVELOPMENT SERIES - LOWER PRIMARY Mathematics (STS)	0	1	1	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	0	2	1	1	1	0	0	1	0	0	2	0	1	0	2	P G F P
EDUCATIONAL DEVELOPMENT SERIES - UPPER PRIMARY Mathematics (STS)	0	1	1	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	1	2	0	1	1	0	0	1	0	0	3	0	1	2	2	P G F F
EMPORIA ELEMENTARY ARITHMETIC TEST Test I (BEM)	1	2	1	0	0	0	0	1	2	0	1	1	0	0	0	1	1	1	2	2	1	0	1	0	1	0	0	0	1	1	0	2	0	1	2	1	P F P P
EMPORIA ELEMENTARY ARITHMETIC TEST Test II (BEM)	1	2	1	0	0	0	0	1	2	0	1	1	0	0	0	1	1	1	2	2	1	0	1	0	1	0	0	1	1	1	0	2	0	1	2	1	P F F P
EMPORIA INTERMEDIATE ARITHMETIC TEST Test I (BEM)	1	2	1	0	0	0	0	1	1	0	1	1	1	0	1	1	1	0	2	2	1	0	1	0	1	0	0	0	1	1	0	2	0	1	3	1	P F P P
EMPORIA INTERMEDIATE ARITHMETIC TEST Test II (BEM)	1	2	1	0	0	0	0	1	1	0	1	1	1	0	1	1	1	0	2	2	1	0	1	0	1	0	0	0	1	1	0	2	0	1	3	1	P F P P
GRADED ARITHMETIC-MATHEMATICS TEST (NFER)	0	2	1	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	2	1	1	1	1	0	0	0	0	0	1	0	0	0	0	1	0	0	P F P P
GRAY-VOTAW-ROGERS GENERAL ACHIEVEMENT TEST - INTERMEDIATE Arithmetic Computation (SV)	1	2	1	0	0	0	0	1	1	0	1	1	1	1	1	1	1	0	2	2	1	1	2	1	1	0	1	0	1	0	0	2	0	0	2	1	P F F P
GRAY-VOTAW-ROGERS GENERAL ACHIEVEMENT TEST - PRIMARY Arithmetic Computation (SV)	0	2	2	0	0	0	0	1	2	0	1	1	1	0	1	1	1	0	2	2	1	1	2	1	1	0	0	0	1	0	0	0	0	1	3	1	P F F P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-3	0-3	0-1	0-3	0-2	G-F-P
GROUP DIAGNOSTIC READING APTITUDE AND ACHIEVEMENT TESTS Arithmetic Computation (CHN)	0	2	1	0	0	0	0	1	1	0	1	1	1	0	0	0	1	0	2	2	1	1	1	0	1	1	0	0	1	1	0	0	0	1	0	2	P F F P
GUILFORD-ZIMMERMAN APTITUDE SURVEY, PART III NUMERICAL Operations (SPS)	0	2	2	0	0	0	0	1	2	0	1	0	1	1	1	1	1	1	2	2	1	1	2	0	1	1	0	0	1	0	0	0	0	1	0	0	P G F P
INITIAL LEARNING ASSESSMENT Academic Achievements Mathematics (ATP)	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
KEY MATH DIAGNOSTIC ARITHMETIC TEST Addition (AGS)	3	1	2	0	0	0	0	0	2	0	1	0	0	0	1	1	1	1	2	0	1	0	1	1	0	0	0	0	1	0	0	2	0	0	0	0	P F P P
KEY MATH DIAGNOSTIC ARITHMETIC TEST Division (AGS)	3	1	2	0	0	0	0	0	2	0	1	0	0	0	1	1	1	1	2	0	1	0	1	1	0	0	0	0	1	0	0	2	0	0	0	0	P F P P
KEY MATH DIAGNOSTIC ARITHMETIC TEST Mental Computation (AGS)	3	1	2	0	0	0	0	0	2	0	1	0	0	0	1	1	1	1	2	0	1	0	2	1	0	0	0	0	1	0	0	2	0	0	0	0	P F P P
KEY MATH DIAGNOSTIC ARITHMETIC TEST Multiplication (AGS)	3	1	2	0	0	0	0	0	2	0	1	0	0	0	1	1	1	1	2	0	1	0	1	1	0	0	0	0	1	0	0	2	0	0	0	0	P F P P
KEY MATH DIAGNOSTIC ARITHMETIC TEST Subtraction (AGS)	3	1	2	0	0	0	0	0	2	0	1	0	0	0	1	1	1	1	2	0	1	0	1	1	0	0	0	0	1	0	0	2	0	0	0	0	P F P P
KEY MATH DIAGNOSTIC ARITHMETIC TEST Total Test (AGS)	3	2	0	0	0	0	0	0	2	0	1	0	0	0	1	1	1	1	2	0	1	0	0	1	1	1	1	0	1	0	0	3	0	0	0	2	P F P P
LATE PRIMARY SURVEY TEST Mathematics (SFC)	3	2	1	0	2	0	0	1	2	1	1	1	1	1	1	1	1	1	2	2	1	0	2	1	1	1	0	0	1	1	0	2	0	0	1	1	F G F P
MATHEMATICS TEST FOR GRADES FOUR, FIVE AND SIX Addition and Subtraction of Whole Numbers (PA)	1	1	2	0	0	0	0	1	2	0	1	1	1	0	0	0	1	1	2	2	1	1	2	0	1	1	0	0	1	0	0	2	0	0	1	2	P F F P
MATHEMATICS TEST FOR GRADES FOUR, FIVE AND SIX Division of Whole Numbers (PA)	1	0	2	0	0	0	0	1	1	0	1	1	1	0	0	0	1	1	2	2	1	1	2	0	1	1	0	0	1	0	0	1	0	0	0	2	P F F P
MATHEMATICS TEST FOR GRADES FOUR, FIVE AND SIX Multiplication of Whole Numbers (PA)	1	0	2	0	0	0	0	1	2	0	1	1	1	0	0	0	1	1	2	2	1	1	2	0	1	1	0	0	1	0	0	2	0	0	0	2	P F F P
MATHEMATICS TOPIC TESTS Addition and Subtraction with Whole Numbers (GCT)	2	1	1	0	0	0	0	1	2	0	1	1	0	0	0	1	1	1	2	2	1	1	2	0	0	0	0	0	1	2	0	0	0	0	0	0	P F F P
METROPOLITAN ACHIEVEMENT TESTS - ELEMENTARY Mathematics Computation (HBJ)	3	2	2	0	0	1	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	0	0	1	1	2	0	3	0	1	3	2	F G G F
METROPOLITAN ACHIEVEMENT TESTS - PRIMARY II Mathematics Computation (HBJ)	3	2	2	0	0	1	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	0	0	1	1	2	0	3	0	1	1	2	F G G P
MODERN MATH DIAGNOSTIC TEST SHEETS Addition of Whole Numbers (TPC)	1	0	2	0	0	0	0	1	2	0	1	0	0	0	1	0	1	1	2	2	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
MODERN MATH DIAGNOSTIC TEST SHEETS Division of Whole Numbers (TPC)	1	0	2	0	0	0	0	1	1	0	1	0	0	0	1	0	1	1	2	2	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-F-P
MODERN MATH DIAGNOSTIC TEST SHEETS Multiplication of Whole Numbers (TPC)	1	0	2	0	0	0	0	1	2	0	1	0	0	0	1	0	1	1	2	2	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
MODERN MATH DIAGNOSTIC TEST SHEETS Subtraction of Whole Numbers (TPC)	1	0	2	0	0	0	0	1	2	0	1	0	0	0	1	0	1	1	2	2	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
PRIMARY MENTAL ABILITIES - GRADES 2-4 Number Facility (SRA)	1	0	1	0	0	1	2	1	1	0	1	1	0	1	0	1	1	1	2	1	1	1	1	1	1	1	1	1	1	0	3	0	0	0	2	2	P F F P
PRIMARY MENTAL ABILITIES - GRADES 4-6 Number Facility (SRA)	1	0	1	0	0	1	2	1	1	0	1	1	1	1	1	1	1	0	2	2	1	1	2	1	1	1	0	1	1	0	2	0	0	1	3	2	P F F F
SCHONELL DIAGNOSTIC ARITHMETIC TESTS Addition (ACER)	0	1	2	0	0	0	0	1	2	0	1	0	0	0	0	1	1	0	2	2	1	0	1	1	1	1	0	0	1	1	0	0	0	0	0	2	P F F P
SCHONELL DIAGNOSTIC ARITHMETIC TESTS Division (ACER)	0	1	2	0	0	0	0	1	0	0	1	0	0	0	0	1	1	0	2	2	1	0	1	1	1	1	0	0	1	1	0	0	0	0	0	2	P P F P
SCHONELL DIAGNOSTIC ARITHMETIC TESTS Graded Addition (ACER)	0	1	2	0	0	0	0	1	2	0	1	0	0	0	0	1	1	0	2	2	1	0	1	1	1	1	0	0	1	1	0	3	0	0	0	2	P F F P
SCHONELL DIAGNOSTIC ARITHMETIC TESTS Graded Division (ACER)	0	1	2	0	0	0	0	1	0	0	1	0	0	0	0	1	1	0	2	2	1	0	1	1	1	1	0	0	1	1	0	3	0	0	0	2	P P F P
SCHONELL DIAGNOSTIC ARITHMETIC TESTS Graded Multiplication Test 8A (ACER)	0	1	2	0	0	0	0	1	2	0	1	0	0	0	0	1	1	0	2	2	1	0	1	1	1	1	0	0	1	1	0	3	0	0	0	2	P F F P
SCHONELL DIAGNOSTIC ARITHMETIC TESTS Graded Multiplication Test 8B (ACER)	0	1	2	0	0	0	0	1	2	0	1	0	0	0	0	1	1	0	2	2	1	0	1	1	1	1	0	0	1	1	0	0	0	0	0	2	P F F P
SCHONELL DIAGNOSTIC ARITHMETIC TESTS Graded Subtraction (ACER)	0	1	2	0	0	0	0	1	2	0	1	0	0	0	0	1	1	0	2	2	1	0	1	1	1	1	0	0	1	1	0	3	0	0	0	2	P F F P
SCHONELL DIAGNOSTIC ARITHMETIC TESTS Long Division (Easy Steps) (ACER)	0	1	2	0	0	0	0	1	0	0	1	0	0	0	0	1	1	0	2	2	1	0	1	1	1	1	0	0	1	1	0	0	0	0	0	2	P P F P
SCHONELL DIAGNOSTIC ARITHMETIC TESTS Long Division (Harder Steps) (ACER)	0	1	2	0	0	0	0	1	0	0	1	0	0	0	0	1	1	0	2	2	1	0	1	1	1	1	0	0	1	1	0	0	0	0	0	2	P P F P
SCHONELL DIAGNOSTIC ARITHMETIC TESTS Miscellaneous (ACER)	0	2	2	0	0	0	0	1	1	0	1	0	0	0	0	1	1	0	2	2	1	0	1	1	1	1	0	0	1	1	0	0	0	0	0	2	P P F P
SCHONELL DIAGNOSTIC ARITHMETIC TESTS Multiplication (ACER)	0	1	2	0	0	0	0	1	2	0	1	0	0	0	0	1	1	0	2	2	1	0	1	1	1	1	0	0	1	1	0	0	0	0	0	2	P F F P
SCHONELL DIAGNOSTIC ARITHMETIC TESTS Subtraction (ACER)	0	1	2	0	0	0	0	1	2	0	1	0	0	0	0	1	1	0	2	2	1	0	1	1	1	1	0	0	1	1	0	0	0	0	0	2	P F F P
SRA ASSESSMENT SURVEY, ACHIEVEMENT SERIES - BLUE LEVEL Mathematics Computation (SRA)	2	2	2	0	0	1	0	1	1	1	1	1	1	1	1	1	1	0	2	2	1	1	2	1	1	1	0	1	1	1	0	2	0	1	3	2	P G G F
SRA ASSESSMENT SURVEY, ACHIEVEMENT SERIES - BLUE LEVEL Mathematics Total (SRA)	2	2	1	0	0	1	0	1	2	1	1	1	1	1	1	1	1	0	2	2	1	0	2	1	1	1	0	1	1	1	0	3	0	1	3	2	P G F F

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustrations & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-3	0-3	0-1	0-3	0-2	[illegible]
SRA ASSESSMENT SURVEY, ACHIEVEMENT SERIES - PRIMARY I Mathematics (SRA)	2	1	1	0	0	0	0	1	2	1	1	1	1	1	1	0	1	1	2	2	1	1	2	1	1	1	0	1	1	1	0	2	0	0	0	2	P G G P
SRA ASSESSMENT SURVEY, ACHIEVEMENT SERIES - PRIMARY II Mathematics (SRA)	2	2	1	0	0	1	0	1	2	1	1	1	1	1	0	1	1	1	2	2	1	0	2	1	1	1	0	1	1	1	0	3	0	0	1	2	P G F P
STANFORD ACHIEVEMENT TEST - INTERMEDIATE LEVEL I Mathematics Computation (HBJ)	3	2	1	0	0	0	0	1	2	2	1	1	1	1	0	1	1	1	2	2	1	1	2	1	1	1	0	1	1	2	0	0	0	1	2	2	P G G P
STANFORD ACHIEVEMENT TEST - PRIMARY LEVEL II Mathematics Computation (HBJ)	3	1	2	0	0	0	0	1	1	2	1	1	1	1	0	1	1	1	2	2	1	1	2	1	1	1	0	1	1	2	0	2	0	1	0	2	P G G P
STANFORD ACHIEVEMENT TEST - PRIMARY LEVEL II Total Mathematics (HBJ)	3	1	1	0	0	0	0	1	1	1	1	1	1	1	0	1	1	1	2	2	1	0	2	1	1	1	0	1	1	2	0	0	0	1	2	2	P G G P
STANFORD DIAGNOSTIC ARITHMETIC TEST - LEVEL I Computation Addition (HBJ)	3	0	2	0	0	2	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	1	1	1	1	1	0	0	1	1	0	3	0	1	0	2	P G F P
STANFORD DIAGNOSTIC ARITHMETIC TEST - LEVEL I Computation Division (HBJ)	3	0	2	0	0	1	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	1	1	1	1	1	0	0	1	1	0	2	0	1	0	2	P G F P
STANFORD DIAGNOSTIC ARITHMETIC TEST - LEVEL I Computation Multiplication (HBJ)	3	0	2	0	0	1	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	1	1	1	1	1	0	0	1	1	0	3	0	1	1	2	P G F P
STANFORD DIAGNOSTIC ARITHMETIC TEST - LEVEL I Computation Subtraction (HBJ)	3	0	2	0	0	2	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	1	1	1	1	1	0	0	1	1	0	3	0	1	0	2	P G F P
STANFORD DIAGNOSTIC ARITHMETIC TEST - LEVEL I Computation Total (HBJ)	3	2	2	0	0	2	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	0	1	1	1	1	0	0	1	1	0	3	0	1	3	2	F G F F
STANFORD DIAGNOSTIC ARITHMETIC TEST - LEVEL I Computation Total for Addition and Subtraction (HBJ)	3	1	2	0	0	2	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	1	1	1	1	1	0	0	1	1	0	3	0	1	0	2	F G F P
STANFORD DIAGNOSTIC ARITHMETIC TEST - LEVEL I Number Facts Addition (HBJ)	3	0	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	1	1	1	1	0	0	1	2	0	0	0	0	0	0	P G F P
STANFORD DIAGNOSTIC ARITHMETIC TEST - LEVEL I Number Facts Division (HBJ)	3	0	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	1	1	1	1	0	0	1	2	0	0	0	0	0	0	F G F P
STANFORD DIAGNOSTIC ARITHMETIC TEST - LEVEL I Number Facts Multiplication (HBJ)	3	0	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	1	1	1	1	0	0	1	2	0	0	0	0	0	0	P G F P
STANFORD DIAGNOSTIC ARITHMETIC TEST - LEVEL I Number Facts Subtraction (HBJ)	3	0	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	1	1	1	1	0	0	1	2	0	0	0	0	0	0	P G F P
STANFORD DIAGNOSTIC ARITHMETIC TEST - LEVEL II Computation with Whole Numbers Addition and Subtraction (HBJ)	3	1	2	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	2	1	1	1	1	1	0	0	0	1	1	0	0	0	1	0	2	P F F P
STANFORD DIAGNOSTIC ARITHMETIC TEST - LEVEL II Computation with Whole Numbers Division (HBJ)	3	1	2	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	2	1	1	1	1	1	0	0	0	1	1	0	0	0	1	0	2	P F F P
STANFORD DIAGNOSTIC ARITHMETIC TEST - LEVEL II Computation with Whole Numbers Multiplication (HBJ)	3	1	2	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	2	1	1	1	1	1	1	0	0	1	1	0	0	0	1	1	2	P F F P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-P
STANFORD DIAGNOSTIC ARITHMETIC TEST - LEVEL II Computation with Whole Numbers Total (HBJ)	3	2	2	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	2	1	0	1	1	1	0	0	0	1	1	0	0	0	1	3	2	P F F P
STANFORD DIAGNOSTIC ARITHMETIC TEST - LEVEL II Number Facts Addition (HBJ)	3	0	2	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	1	1	1	0	1	0	0	1	2	0	0	0	0	0	0	P G F P
STANFORD DIAGNOSTIC ARITHMETIC TEST - LEVEL II Number Facts Carrying (HBJ)	3	1	2	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	1	1	1	0	1	0	0	1	2	0	0	0	0	0	0	P G F P
STANFORD DIAGNOSTIC ARITHMETIC TEST - LEVEL II Number Facts Division (HBJ)	3	0	2	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	1	1	1	0	1	0	0	1	2	0	0	0	0	0	0	P G F P
STANFORD DIAGNOSTIC ARITHMETIC TEST - LEVEL II Number Facts Multiplication (HBJ)	3	0	2	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	1	1	1	0	1	0	0	1	2	0	0	0	0	0	0	P G F P
STANFORD DIAGNOSTIC ARITHMETIC TEST - LEVEL II Number Facts Subtraction (HBJ)	3	0	2	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	1	1	1	0	1	0	0	1	2	0	0	0	0	0	0	P G F P
TEST OF READING AND NUMBER, INTER-AMERICAN SERIES Number (GTA)	0	2	1	0	0	0	0	1	2	0	1	1	1	1	1	1	1	0	2	2	1	1	2	0	1	0	0	0	1	0	0	0	0	1	3	0	P G F P
WATSON DIAGNOSTIC MATHEMATICS TEST - PRIMARY Grand Total (BSC)	0	2	1	0	0	0	0	1	2	0	1	0	1	0	1	1	1	1	2	2	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
WATSON DIAGNOSTIC MATHEMATICS TEST - PRIMARY Part I (BSC)	0	1	0	0	0	0	0	1	2	0	1	0	1	0	1	1	1	1	2	2	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
WATSON DIAGNOSTIC MATHEMATICS TEST - PRIMARY Part II (BSC)	0	1	1	0	0	0	0	1	2	0	1	0	1	0	1	1	1	1	2	2	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
WATSON DIAGNOSTIC MATHEMATICS TEST - PRIMARY Part III (BSC)	0	2	1	0	0	0	0	1	2	0	1	0	1	0	1	1	1	1	2	2	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
WIDE RANGE ACHIEVEMENT TEST - LEVEL I Arithmetic (GAD)	0	2	1	0	1	0	0	1	2	0	1	1	1	0	0	1	1	0	2	1	1	1	1	1	1	1	1	0	1	1	0	3	2	1	3	2	P F F F
WIDE RANGE INTELLIGENCE AND PERSONALITY TEST Arithmetic (GAD)	0	2	2	0	0	0	0	0	1	0	1	1	1	0	1	1	1	0	2	2	1	1	1	0	0	1	0	0	1	0	0	0	0	1	0	1	P F P P
16B. Computation with Fractions																																					
DOMINION SURVEY TEST OF ARITHMETIC FUNDAMENTALS, GRADES 3-5 Fractions (GCT)	0	1	2	0	0	0	0	1	0	0	1	1	1	0	0	1	1	1	2	2	1	1	1	0	1	1	0	0	1	0	0	0	0	0	0	2	P F F P
MATHEMATICS TEST FOR GRADES FOUR, FIVE AND SIX Common Fractions (PA)	1	1	2	0	0	0	0	1	0	0	1	1	1	0	0	0	1	1	2	2	1	1	2	0	1	1	0	0	1	0	0	1	0	0	0	2	P F F P
STANFORD DIAGNOSTIC ARITHMETIC TEST - LEVEL II Common Fractions Computation (HBJ)	3	2	2	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	2	2	1	1	1	1	1	1	0	0	1	1	0	0	0	1	0	2	P F F P
STANFORD DIAGNOSTIC ARITHMETIC TEST - LEVEL II Common Fractions Total (HBJ)	3	2	2	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	2	2	1	0	1	1	1	0	0	0	1	1	0	0	0	1	1	2	P F F P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Enhancement			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
STANFORD DIAGNOSTIC ARITHMETIC TEST - LEVEL II Common Fractions Understanding (HBJ)	3	0	1	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	2	2	1	1	1	1	1	0	0	0	1	1	0	0	0	1	0	2	P F F P
16C. Decimal and Percentage Computation																																					
DIAGNOSTIC DECIMAL TESTS 1 (ACER)	2	0	2	0	0	0	0	1	2	0	1	0	0	0	1	1	1	1	2	2	1	1	1	1	0	0	0	0	1	1	0	0	0	0	0	0	P F F P
DIAGNOSTIC DECIMAL TESTS 2 (ACER)	2	0	2	0	0	0	0	1	1	0	1	0	0	0	1	1	1	1	2	2	1	0	1	1	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
DIAGNOSTIC DECIMAL TESTS 3 (ACER)	2	0	2	0	0	0	0	1	1	0	1	0	0	0	1	1	1	1	2	2	1	0	1	1	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
MATHEMATICS TEST FOR GRADES FOUR, FIVE AND SIX Decimal Fractions and Per Cent (PA)	1	1	2	0	0	0	0	1	0	0	1	1	1	0	0	0	1	1	2	2	1	1	2	0	1	1	0	0	1	0	0	1	0	0	0	2	P F F P
STANFORD DIAGNOSTIC ARITHMETIC TEST - LEVEL II Decimal Fractions and Per Cent (HBJ)	3	2	2	0	0	0	0	1	0	0	1	1	1	0	1	1	1	1	2	2	1	1	1	1	1	0	0	0	1	1	0	0	0	1	0	2	P F F P
17. APPLYING AND VALUING MATHEMATICS																																					
17A. Solution of Word Problems																																					
ACER MATHEMATICS TESTS Test AM 4 - Whole Numbers Applications (ACER)	3	1	2	0	0	0	0	1	1	2	1	1	1	1	1	1	1	1	2	2	1	1	2	0	1	1	0	0	1	0	0	2	0	1	0	1	P G F P
ACER MATHEMATICS TESTS Test AM 5 - Money (Australian) (ACER)	3	1	1	0	0	0	0	1	0	2	0	1	1	1	1	0	1	1	2	2	1	0	2	0	1	1	0	0	1	0	0	2	0	1	0	1	P F F P
ACER MATHEMATICS TESTS Test AM 12 - Capacity and Volume (ACER)	3	1	0	0	0	0	0	1	2	0	1	1	1	1	1	0	1	1	2	2	1	0	2	0	0	0	0	0	1	0	0	0	0	1	0	0	P G P P
AMERICAN SCHOOL ACHIEVEMENT TESTS - INTERMEDIATE BATTERY Arithmetic Problems (BMC)	3	2	2	0	0	0	0	1	1	0	0	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	1	1	1	1	0	0	0	1	0	2	P F G P
AMERICAN SCHOOL ACHIEVEMENT TESTS - PRIMARY BATTERY II Arithmetic Problems (BMC)	3	2	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	2	0	1	1	1	0	1	1	0	0	0	1	0	2	P G F P
ARITHMETIC ACHIEVEMENT TESTS - LEVEL 4 Concepts and Problems (BMC)	2	2	1	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	0	1	1	0	0	0	1	3	2	P G F P
CALIFORNIA ACHIEVEMENT TESTS - LEVEL 3 Mathematics Concepts and Problems (CTB)	3	2	1	0	0	2	0	1	1	1	1	1	1	1	1	1	1	1	1	2	1	1	2	0	1	1	0	1	1	2	0	2	0	1	3	2	F G G F
CALIFORNIA SHORT-FORM TEST OF MENTAL MATURITY - LEVEL 2 Numerical Reasoning (CTB)	2	1	1	0	0	0	0	1	2	0	1	1	0	1	0	1	0	0	2	2	1	1	2	1	1	1	0	1	1	0	0	0	0	1	0	2	P F F P
CALIFORNIA TEST OF MENTAL MATURITY - LEVEL 1 Numerical Reasoning (CTB)	2	1	1	0	0	0	0	0	2	0	1	0	0	1	1	0	1	1	2	1	1	1	2	1	1	1	0	1	1	1	0	0	0	1	0	2	P F F P

ELEMENTARY GOAL / TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT					COMPREHENSION			INSTRUCTIONS			FORMAT					ADMINISTRATION					INTERPRETATION						RELIABILITY						
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational	CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustrations & Print	Item Coherence	POWER/SPEED TEST	RECORDING ANSWERS	Testing Group Size	Administrator	Time	EASE OF SCORING	QUALITY OF MANUAL	Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter	CAN DECISIONS BE MADE?	Test – Retest	Internal Consistency	Alternate Form	REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
Rating Range	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
CANADIAN TESTS OF BASIC SKILLS - LEVEL 8 Mathematics Skills Mathematics Problems (TWS)	3	2	2	0	0	0	0	1	2	1	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	0	1	1	0	0	0	0	0	2	PGFF
CANADIAN TESTS OF BASIC SKILLS - LEVEL 8 Mathematics Skills Total (TWS)	3	2	1	0	0	0	0	1	2	1	1	1	1	1	1	1	1	1	2	2	1	0	1	1	1	1	0	0	1	1	0	0	0	0	3	2	PGFF
CANADIAN TESTS OF BASIC SKILLS, LEVELS EDITION - LEVEL 9 Mathematics Skills Mathematics Problem Solving (TWS)	3	2	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	0	1	1	2	2	0	1	3	2	PGFF
CANADIAN TESTS OF BASIC SKILLS, LEVELS EDITION - LEVEL 9 Mathematics Skills Total (TWS)	3	2	1	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	0	2	1	1	1	0	0	1	1	2	2	0	1	3	2	PGFF
CANADIAN TESTS OF BASIC SKILLS, LEVELS EDITION - LEVEL 10 Mathematics Skills Mathematics Problem Solving (TWS)	3	2	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	0	1	1	2	2	0	1	3	2	PGFF
CANADIAN TESTS OF BASIC SKILLS, LEVELS EDITION - LEVEL 10 Mathematics Skills Total (TWS)	3	2	1	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	0	2	1	1	1	0	0	1	1	2	2	0	1	3	2	PGFF
COMPREHENSIVE TESTS OF BASIC SKILLS - LEVEL 1 Arithmetic Applications (CTB)	3	2	2	0	0	2	0	1	2	1	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	1	1	2	1	2	1	1	1	2	FGGF
COMPREHENSIVE TESTS OF BASIC SKILLS - LEVEL 2 Arithmetic Applications (CTB)	3	2	2	0	0	1	0	1	2	2	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	1	1	2	0	2	0	1	2	2	FGGP
COMPREHENSIVE TESTS OF BASIC SKILLS, EXPANDED EDITION - LEVEL 1 Mathematics Applications (CTB)	3	1	2	0	0	2	0	1	2	1	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	1	1	0	0	3	1	1	0	2	FGFF
COMPREHENSIVE TESTS OF BASIC SKILLS, EXPANDED EDITION - LEVEL 2 Mathematics Applications (CTB)	3	2	1	0	0	1	0	1	1	1	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	1	1	0	0	2	1	1	3	2	PGFF
GRAY-VOTAW-ROGERS GENERAL ACHIEVEMENT TEST - INTERMEDIATE Arithmetic Reasoning (SV)	1	1	2	0	0	0	[illegible]	1	0	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	0	1	0	1	0	0	2	0	0	2	1	PFFP
GRAY-VOTAW-ROGERS GENERAL ACHIEVEMENT TEST - PRIMARY Arithmetic Reasoning (SV)	0	1	1	0	0	0	0	1	1	0	1	1	1	0	1	1	1	0	2	2	1	1	2	1	1	0	0	0	1	0	0	0	0	1	2	1	PFFP
IOWA TESTS OF BASIC SKILLS, FORMS 1-4, GRADE 3 Arithmetic Skills Arithmetic Problem Solving (HMC)	3	2	2	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	2	2	1	1	2	1	1	1	0	1	1	2	2	2	2	1	3	2	PGGG
IOWA TESTS OF BASIC SKILLS, FORMS 1-4, GRADE 3 Arithmetic Skills Total (HMC)	3	2	1	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	2	2	1	0	2	1	1	1	0	1	1	2	2	2	2	1	3	2	PFGG
IOWA TESTS OF BASIC SKILLS, FORMS 1-4, GRADE 4 Arithmetic Skills Arithmetic Problem Solving (HMC)	3	2	2	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	2	2	1	1	2	1	1	1	0	1	1	2	2	2	2	1	3	2	PGGG
IOWA TESTS OF BASIC SKILLS, FORMS 1-4, GRADE 4 Arithmetic Skills Total (HMC)	3	2	1	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	2	2	1	0	2	1	1	1	0	1	1	2	2	2	2	1	3	2	PFGG
IOWA TESTS OF BASIC SKILLS, FORMS 5 AND 6, LEVEL 9 Mathematics Skills Mathematics Problem Solving (HMC)	3	2	2	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	2	2	1	1	2	1	1	1	0	1	1	2	1	2	0	1	3	2	PGGF
IOWA TESTS OF BASIC SKILLS, FORMS 5 AND 6, LEVEL 9 Mathematics Skills Total (HMC)	3	2	1	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	2	2	1	0	2	1	1	0	0	1	1	2	2	3	0	1	2	2	PFFF

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	[illegible]	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-3	0-3	0-1	0-3	0-2	[illegible]
IOWA TESTS OF BASIC SKILLS, FORMS 5 AND 6, LEVEL 10 Mathematics Skills Mathematics Problem Solving (HMC)	3	2	2	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	2	2	1	1	2	1	1	1	0	1	1	2	1	2	0	1	2	2	P G G F
IOWA TESTS OF BASIC SKILLS, FORMS 5 AND 6, LEVEL 10 Mathematics Skills Total (HMC)	3	2	1	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	2	2	1	0	2	1	1	0	0	1	1	2	2	2	0	1	3	2	P F F F
IOWA TESTS OF BASIC SKILLS, PRIMARY, FORMS 5 AND 6 - LEVEL 8 Mathematics Skills Mathematics Problems (HMC)	3	2	2	0	0	0	0	1	2	1	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	0	0	0	1	1	0	0	0	0	1	2	P G F P
IOWA TESTS OF BASIC SKILLS, PRIMARY, FORMS 5 AND 6 - LEVEL 8 Mathematics Skills Total (HMC)	3	2	1	0	0	0	0	1	2	2	1	1	1	1	1	1	1	1	2	2	1	0	2	1	1	0	0	0	1	1	0	0	0	0	0	2	P G F P
KEY MATH DIAGNOSTIC ARITHMETIC TEST Missing Elements (AGS)	3	1	2	0	0	0	0	0	2	0	1	0	0	0	1	1	1	1	2	0	1	0	0	1	0	0	0	0	1	0	0	2	0	0	0	0	P F P P
KEY MATH DIAGNOSTIC ARITHMETIC TEST Word Problems (AGS)	3	1	2	0	0	0	0	0	2	0	1	0	0	0	1	1	1	1	2	0	1	0	1	1	0	0	0	0	1	0	0	1	0	0	0	0	P F P P
MATHEMATICS TEST FOR GRADES FOUR, FIVE AND SIX Solving Problems with the Use of Numbers (PA)	1	1	2	0	0	0	0	1	0	0	1	1	1	0	0	0	1	1	2	2	1	1	2	0	1	1	0	0	1	0	0	1	0	0	0	2	P F F P
METROPOLITAN ACHIEVEMENT TESTS - ELEMENTARY Mathematics Problem Solving (HBJ)	3	2	2	0	0	2	0	1	2	0	1	1	1	1	1	1	1	0	2	2	1	1	2	1	1	0	0	1	1	2	0	3	0	1	2	2	F G G F
METROPOLITAN ACHIEVEMENT TESTS - ELEMENTARY Total Mathematics (HBJ)	3	2	0	0	0	2	0	1	2	0	1	1	1	1	1	1	1	0	2	2	1	0	2	1	1	0	0	1	1	2	0	3	0	1	3	2	P G F F
METROPOLITAN ACHIEVEMENT TESTS - PRIMARY II Mathematics Problem Solving (HBJ)	3	2	2	0	0	1	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	0	0	1	1	2	0	3	0	0	1	2	F G G P
METROPOLITAN ACHIEVEMENT TESTS - PRIMARY II Total Mathematics (HBJ)	3	2	0	0	0	2	0	1	2	0	1	1	0	1	1	1	1	0	2	2	1	0	2	1	1	0	0	1	1	2	0	3	0	0	3	2	P F F F
NATIONAL ACHIEVEMENT TESTS - INTERMEDIATE BATTERY Competence in Mathematics (PA)	0	1	1	0	0	0	0	1	1	0	1	0	1	1	0	1	1	0	0	2	1	1	1	0	1	1	0	0	1	0	0	0	0	1	0	0	P P F P
NATIONAL ACHIEVEMENT TESTS - MUNICIPAL TESTS FOR GRADES 3-6 Arithmetic Test (PA)	0	2	1	0	0	0	0	1	1	0	1	1	1	1	0	0	1	0	2	2	1	0	1	0	1	1	0	0	1	0	0	0	0	0	0	0	P F P P
NATIONAL ACHIEVEMENT TESTS FOR GRADES 3-8 Arithmetic Test - Reasoning (PA)	0	2	2	0	0	0	0	1	1	0	1	1	1	0	0	0	1	1	2	2	1	0	1	0	0	1	0	0	1	0	0	0	0	0	0	0	P [illegible] P P
PICTORIAL TEST OF INTELLIGENCE Size and Number (HMC)	2	1	1	0	1	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	0	1	2	1	1	0	0	1	0	0	0	0	0	1	0	1	P F F P
PUBLIC SCHOOL ACHIEVEMENT TESTS Arithmetic Reasoning (BMC)	1	2	2	0	0	0	0	1	1	0	1	0	1	0	1	1	1	1	2	2	1	0	1	0	1	0	1	0	1	1	0	0	0	1	0	1	P F F P
SCHONELL DIAGNOSTIC ARITHMETIC TESTS Graded Mental Arithmetic (ACER)	0	2	2	0	0	0	0	1	2	0	1	0	0	0	0	1	1	0	2	2	1	0	1	1	1	1	0	0	1	1	0	0	0	0	0	2	P F F P
SCHOOL AND COLLEGE ABILITY TESTS: SERIES II, FORM 4 Quantitative (ETS)	2	1	1	0	0	2	0	1	2	0	1	1	1	1	1	1	0	0	2	2	1	1	2	1	1	1	0	1	1	0	0	2	0	1	3	2	P F F F

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
SRA ASSESSMENT SURVEY, ACHIEVEMENT SERIES - BLUE LEVEL Mathematics Concepts (SRA)	2	1	1	0	0	1	0	1	2	1	1	1	1	1	1	1	1	0	2	2	1	0	2	1	1	1	0	1	1	1	0	2	0	1	3	2	P G F F
SRA MODERN MATH UNDERSTANDING TEST (SRA)	0	1	1	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	2	2	1	0	2	0	0	0	0	0	1	0	0	0	0	1	0	2	P F P P
STANFORD ACHIEVEMENT TEST - INTERMEDIATE LEVEL I Mathematics Applications (HBJ)	3	2	2	0	0	0	0	1	2	2	1	1	1	1	1	1	1	0	2	2	1	1	2	1	1	1	0	1	1	2	0	0	0	1	2	2	P G G P
STANFORD ACHIEVEMENT TEST - INTERMEDIATE LEVEL I Total Mathematics (HBJ)	3	2	1	0	0	0	0	1	1	2	1	1	1	1	0	1	1	0	2	2	1	0	2	1	1	1	0	1	1	2	0	0	0	1	3	2	P G G P
STANFORD ACHIEVEMENT TEST - PRIMARY LEVEL II Mathematics Applications (HBJ)	3	1	2	0	0	0	0	1	2	1	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	1	1	2	0	2	0	1	1	2	P G G P
STANFORD ACHIEVEMENT TEST - PRIMARY LEVEL III Mathematics Applications (HBJ)	3	2	2	0	0	0	0	1	2	1	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	1	1	2	0	3	0	1	0	2	P G G P
WECHSLER INTELLIGENCE SCALE FOR CHILDREN - REVISED Arithmetic (PC)	1	2	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	0	1	2	1	1	0	1	1	0	0	0	2	0	0	3	2	P F P P
17B. Personal Use and Appreciation of Math																																					
AAMD ADAPTIVE BEHAVIOR SCALE Economic Activity (AAMD)	2	1	2	0	0	0	0	0	1	0	1	1	1	1	1	1	1	1	2	0	1	1	1	1	0	1	1	0	1	1	0	0	0	0	0	0	P F F P
EDUCATIONAL DEVELOPMENT SERIES - ELEMENTARY LEVEL My Favorite School Subjects Mathematics (STS)	0	0	2	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	2	2	1	1	2	1	0	0	0	0	1	1	0	0	0	0	0	0	P F F P
EDUCATIONAL DEVELOPMENT SERIES - LOWER PRIMARY School Interests Mathematics (STS)	0	0	2	0	0	0	0	1	1	0	1	1	1	1	0	1	1	1	1	2	1	1	2	0	0	0	0	0	1	0	0	0	0	1	0	0	P F P P
EDUCATIONAL DEVELOPMENT SERIES - UPPER PRIMARY School Interests Math (STS)	0	0	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	2	0	0	0	0	0	1	0	0	0	0	1	0	0	P G P P
18. GEOMETRY AND MEASUREMENT SKILLS																																					
COMPREHENSIVE TESTS OF BASIC SKILLS, EXPANDED EDITION - LEVEL 2 Mathematics Concepts (CTB)	3	0	1	0	0	2	0	1	1	2	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	1	1	0	0	2	2	1	3	2	P G F F
MATHEMATICS ATTAINMENT TEST C1 (NFER2)	0	1	1	0	0	0	0	1	0	0	1	1	1	0	1	1	1	1	2	2	1	0	1	0	0	1	0	0	1	0	0	0	0	0	0	2	P F P P
18A. Knowledge of Geometric Objects and Relations																																					
MATHEMATICS TEST FOR GRADES FOUR, FIVE AND SIX Geometry (PA)	1	1	2	0	0	0	0	1	1	0	1	1	1	0	0	0	1	1	2	2	1	1	2	0	1	1	0	0	1	0	0	1	0	0	0	2	P F F P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	GFP
18B. Measurement Knowledge and Skills																																					
AAMD ADAPTIVE BEHAVIOR SCALE Numbers and Time (AAMD)	2	0	2	0	0	0	0	0	0	0	1	1	1	1	1	1	1	1	2	0	1	1	1	1	0	1	1	0	1	1	0	0	0	0	0	0	P F F P
ACER MATHEMATICS TESTS Test AM 9 - Length (ACER)	3	0	2	0	0	0	0	1	1	0	1	1	1	1	1	0	1	1	2	2	1	0	2	0	0	0	0	0	1	0	0	0	0	1	0	0	P F P P
ACER MATHEMATICS TESTS Test AM 10 - Area (ACER)	3	0	2	0	0	0	0	1	1	0	1	1	1	1	1	1	1	1	2	2	1	0	2	0	0	0	0	0	1	0	0	0	0	1	0	0	P G P P
ACER MATHEMATICS TESTS Test AM 13 - Time (ACER)	3	0	1	0	0	0	0	1	1	2	1	1	1	1	1	1	1	1	2	2	1	0	2	0	1	1	0	0	1	0	0	2	0	1	1	1	P G F P
ARITHMETIC ACHIEVEMENT TESTS - LEVEL 3 Concepts and Problems (BMC)	2	0	1	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	1	2	1	1	1	0	0	1	1	0	0	0	1	3	2	P G F P
BASIC EDUCATIONAL SKILLS INVENTORY, MATH - LEVEL B Money (SEI)	0	0	2	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
BASIC EDUCATIONAL SKILLS INVENTORY, MATH - LEVEL B Time (SEI)	0	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DOMINION SURVEY TEST OF ARITHMETIC FUNDAMENTALS, GRADES 3-5 Measurement (GCT)	0	1	2	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	2	2	1	1	1	0	1	1	0	0	1	0	0	0	0	0	0	2	P F F P
IOWA TESTS OF BASIC SKILLS, FORMS 1-4, GRADE 4 Arithmetic Skills Arithmetic Concepts (HMC)	3	2	1	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	2	2	1	1	2	1	1	1	0	1	1	2	2	2	2	1	3	2	P F G G
KEY MATH DIAGNOSTIC ARITHMETIC TEST Measurement (AGS)	3	1	2	0	0	0	0	0	2	0	1	0	0	0	1	1	1	1	2	0	1	0	0	1	0	0	0	0	1	0	0	2	0	0	0	0	P F P P
KEY MATH DIAGNOSTIC ARITHMETIC TEST Money (AGS)	3	0	2	0	0	0	0	0	2	0	1	0	0	0	1	1	1	1	2	0	1	0	1	1	0	0	0	0	1	0	0	2	0	0	0	0	P F P P
KEY MATH DIAGNOSTIC ARITHMETIC TEST Time (AGS)	3	0	2	0	0	0	0	1	2	0	1	0	0	0	1	1	1	1	2	0	1	0	1	1	0	0	1	0	1	0	0	2	0	0	0	0	P F P P
MATHEMATICS TEST FOR GRADES FOUR, FIVE AND SIX Measurements (PA)	1	1	2	0	0	0	0	1	0	0	1	1	1	0	0	0	1	1	2	2	1	1	2	0	1	1	0	0	1	0	0	1	0	0	0	2	P F F P
18C. Use of Tables, Graphs, and Statistical Concepts																																					
ACER MATHEMATICS TESTS Test AM 14 - Graphs (ACER)	3	1	2	0	0	0	0	1	1	0	1	1	1	1	0	0	1	1	2	2	1	0	2	0	0	0	0	0	1	0	0	0	0	1	0	0	P F P P
CANADIAN TESTS OF BASIC SKILLS, LEVELS EDITION - LEVEL 9 Work-Study Skills Reading Graphs and Tables (TNS)	3	1	2	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	1	2	1	1	1	0	0	1	1	1	2	0	1	2	2	P G F F
CANADIAN TESTS OF BASIC SKILLS, LEVELS EDITION - LEVEL 10 Work-Study Skills Reading Graphs and Tables (TNS)	3	1	2	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	1	2	1	1	1	0	0	1	1	1	2	0	1	2	2	P G F F

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT					COMPREHENSION			INSTRUCTIONS			FORMAT					ADMINISTRATION					INTERPRETATION						RELIABILITY						
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational	CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence	POWER/SPEED TEST	RECORDING ANSWERS	Testing Group Size	Administrator	Time	EASE OF SCORING	QUALITY OF MANUAL	Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter	CAN DECISIONS BE MADE?	Test — Retest	Internal Consistency	Alternate Form	REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	[illegible]
IOWA TESTS OF BASIC SKILLS, FORMS 1-4, GRADE 3 Work-Study Skills Reading Graphs and Tables (HMC)	3	1	2	0	0	0	0	1	1	0	1	1	1	0	0	1	1	0	2	2	1	1	2	1	1	1	0	1	1	2	1	2	1	1	1	2	P F G F
IOWA TESTS OF BASIC SKILLS, FORMS 1-4, GRADE 4 Work-Study Skills Reading Graphs and Tables (HMC)	3	1	2	0	0	0	0	1	1	0	1	1	1	0	0	1	1	0	2	2	1	1	2	1	1	1	0	1	1	2	1	2	2	1	3	2	P F G F
IOWA TESTS OF BASIC SKILLS, FORMS 5 AND 6, LEVEL 9 Work-Study Skills Reading Graphs and Tables (HMC)	3	1	2	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	2	2	1	1	2	1	1	1	0	1	1	2	2	2	0	1	1	2	P F G F
IOWA TESTS OF BASIC SKILLS, FORMS 5 AND 6, LEVEL 10 Work-Study Skills Reading Graphs and Tables (HMC)	3	1	2	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	2	2	1	1	2	1	1	1	0	1	1	2	2	2	0	1	1	2	P F G F
MATHEMATICS TEST FOR GRADES FOUR, FIVE AND SIX Graphs and Scale Drawings (PA)	1	1	2	0	0	0	0	1	1	0	1	1	0	0	0	0	1	1	2	2	1	1	2	0	1	1	0	0	1	0	0	1	0	0	0	2	P F F P
MUSIC																																					
19. VALUING MUSIC																																					
19A. Appreciation of Music																																					
KWALWASSER-DYKEMA MUSIC TESTS Melodic Taste (CF)	0	0	1	0	0	0	0	1	0	0	1	0	0	0	1	1	1	1	2	2	1	1	2	1	1	1	0	0	1	0	0	0	0	1	0	2	P F F P
MUSICAL APTITUDE PROFILE Musical Sensitivity Balance (HMC)	2	0	2	0	0	0	1	1	0	0	0	0	0	1	1	1	1	1	2	2	1	1	2	1	1	0	0	1	1	2	0	1	0	1	2	2	P F G P
MUSICAL APTITUDE PROFILE Musical Sensitivity Phrasing (HMC)	2	0	2	0	0	0	1	1	0	0	0	0	0	1	1	1	1	1	2	2	1	1	2	1	1	0	0	1	1	2	0	1	0	1	2	2	P F G P
MUSICAL APTITUDE PROFILE Musical Sensitivity Style (HMC)	2	0	2	0	0	0	2	1	0	0	0	0	0	1	1	1	1	1	2	2	1	1	2	1	1	0	0	1	1	2	0	1	0	1	3	2	P F G P
MUSICAL APTITUDE PROFILE Musical Sensitivity Total (HMC)	2	0	2	0	1	0	2	1	0	0	0	0	0	1	1	1	1	1	2	2	1	0	2	1	1	0	0	1	1	2	0	2	0	1	3	2	P F F F
19B. Internalization of Music																																					
EDUCATIONAL DEVELOPMENT SERIES - ELEMENTARY LEVEL My Favorite School Subjects Music (STS)	0	0	2	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	2	2	1	1	2	1	0	0	0	0	1	1	0	0	0	0	0	0	P F F P
EDUCATIONAL DEVELOPMENT SERIES - LOWER PRIMARY School Interests Music (STS)	0	0	2	0	0	0	0	1	1	0	1	1	1	1	0	1	1	1	1	2	1	1	2	0	0	0	0	0	1	0	0	0	0	1	0	0	P F P P
EDUCATIONAL DEVELOPMENT SERIES - UPPER PRIMARY School Interests Music (STS)	0	0	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	2	0	0	0	0	0	1	0	0	0	0	1	0	0	P G P P
WHAT I LIKE TO DO Music (SRA)	1	1	2	0	0	0	0	1	1	0	1	1	1	1	1	1	1	1	2	2	1	0	2	1	1	0	0	1	1	2	0	3	0	1	1	1	P G F P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-2	0-2	G-F-P
20. PERFORMING IN MUSIC AND DANCE																																					
20A. Singing																																					
20B. Instrument Playing																																					
20C. Dancing																																					
21. UNDERSTANDING MUSIC																																					
21A. Music Analysis																																					
IOWA TEST OF MUSIC LITERACY - LEVEL 1 Composite (BERS)	2	1	2	0	0	0	0	1	1	0	0	1	1	1	0	1	1	1	1	2	1	0	2	1	1	0	0	0	1	0	0	0	0	1	0	0	P F F P
IOWA TESTS OF MUSIC LITERACY - LEVEL 1 Rhythmic Concepts Aural Perception (BERS)	2	0	2	0	0	0	0	1	0	0	1	1	1	1	0	1	1	1	2	2	1	1	2	1	1	0	0	0	1	3	0	0	0	1	0	0	P F G P
IOWA TESTS OF MUSIC LITERACY - LEVEL 1 Rhythmic Concepts Notational Understanding (BERS)	2	0	2	0	0	0	0	1	0	0	0	1	1	1	0	1	1	1	2	2	1	1	2	1	1	0	0	0	1	3	0	0	0	1	0	0	P F G P
IOWA TESTS OF MUSIC LITERACY - LEVEL 1 Rhythmic Concepts Reading Recognition (BERS)	2	0	2	0	0	0	0	1	0	0	0	1	1	1	0	1	1	1	2	2	1	1	2	1	1	0	0	0	1	3	0	0	0	1	0	0	P F G P
IOWA TESTS OF MUSIC LITERACY - LEVEL 1 Rhythmic Concepts Total Rhythmic Concepts (BERS)	2	1	2	0	0	0	0	1	0	0	0	1	1	1	0	1	1	1	2	2	1	0	2	1	1	0	0	0	1	0	0	0	0	1	0	0	P F F P
IOWA TESTS OF MUSIC LITERACY - LEVEL 1 Tonal Concepts Aural Perception (BERS)	2	0	2	0	0	0	0	1	1	0	1	1	1	1	0	1	1	1	1	2	1	1	2	1	1	0	0	0	1	3	0	0	0	1	0	0	P F G P
IOWA TESTS OF MUSIC LITERACY - LEVEL 1 Tonal Concepts Notational Understanding (BERS)	2	0	2	0	0	0	0	1	0	0	0	1	1	1	0	1	1	1	2	2	1	1	2	1	1	0	0	0	1	3	0	0	0	1	0	0	P F G P
IOWA TESTS OF MUSIC LITERACY - LEVEL 1 Tonal Concepts Reading Recognition (BERS)	2	0	2	0	0	0	0	1	1	0	1	1	1	1	0	1	1	1	2	2	1	1	2	1	1	0	0	0	1	3	0	0	0	1	0	0	P F G P
IOWA TESTS OF MUSIC LITERACY - LEVEL 1 Tonal Concepts Total Tonal Concepts (BERS)	2	1	2	0	0	0	0	1	1	0	1	1	1	1	0	1	1	1	1	2	1	0	2	1	1	0	0	0	1	0	0	0	0	1	0	0	P F F P
IOWA TESTS OF MUSIC LITERACY - LEVEL 2 Composite (BERS)	2	1	2	0	0	0	0	1	0	0	0	0	1	1	0	1	1	1	1	2	1	0	2	1	1	0	0	0	1	0	0	0	0	1	0	0	P P F P
IOWA TESTS OF MUSIC LITERACY - LEVEL 2 Rhythmic Concepts Aural Perception (BERS)	2	0	2	0	0	0	0	1	0	0	0	1	1	1	0	1	1	1	2	2	1	1	2	1	1	0	0	0	1	3	0	0	0	1	0	0	P F G P
IOWA TESTS OF MUSIC LITERACY - LEVEL 2 Rhythmic Concepts Notational Understanding (BERS)	2	0	2	0	0	0	0	1	0	0	0	1	1	1	0	1	1	1	2	2	1	1	2	1	0	0	0	1	3	0	0	0	0	1	0	0	P F F P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-F-P
IOWA TESTS OF MUSIC LITERACY - LEVEL 2 Rhythmic Concepts Reading Recognition (BERS)	2	0	2	0	0	0	0	1	0	0	0	1	1	1	0	1	1	1	2	2	1	1	2	1	1	0	0	0	1	3	0	0	0	1	0	0	P F G P
IOWA TESTS OF MUSIC LITERACY - LEVEL 2 Rhythmic Concepts Total Rhythmic Concepts (BERS)	2	1	2	0	0	0	0	1	0	0	0	1	1	1	0	1	1	1	2	2	1	0	2	1	1	0	0	0	1	0	0	0	0	1	0	0	P F F P
IOWA TESTS OF MUSIC LITERACY - LEVEL 2 Tonal Concepts Aural Perception (BERS)	2	0	2	0	0	0	0	1	0	0	0	1	1	1	0	1	1	1	1	2	1	1	2	1	1	0	0	0	1	3	0	0	0	1	0	0	P F G P
IOWA TESTS OF MUSIC LITERACY - LEVEL 2 Tonal Concepts Notational Understanding (BERS)	2	0	2	0	0	0	0	1	0	0	0	1	1	1	0	1	1	1	2	2	1	1	2	1	1	0	0	0	1	3	0	0	0	1	0	0	P F G P
IOWA TESTS OF MUSIC LITERACY - LEVEL 2 Tonal Concepts Reading Recognition (BERS)	2	0	2	0	0	0	0	1	0	0	0	1	1	1	0	1	1	1	2	2	1	1	2	1	1	0	0	0	1	3	0	0	0	1	0	0	P F G P
IOWA TESTS OF MUSIC LITERACY - LEVEL 2 Tonal Concepts Total Tonal Concepts (BERS)	2	1	2	0	0	0	0	1	0	0	0	1	1	1	0	1	1	1	1	2	1	0	2	1	1	0	0	0	1	0	0	0	0	1	0	0	P F F P
IOWA TESTS OF MUSIC LITERACY - LEVEL 3 Composite (BERS)	2	1	2	0	0	0	0	1	0	0	0	1	1	1	0	1	1	1	1	2	1	0	2	1	1	0	0	0	1	0	0	0	0	1	0	0	P F F P
IOWA TESTS OF MUSIC LITERACY - LEVEL 3 Rhythmic Concepts Aural Perception (BERS)	2	0	2	0	0	0	0	1	0	0	0	0	1	1	0	1	1	1	2	2	1	1	2	1	1	0	0	0	1	3	0	0	0	1	0	0	P F G P
IOWA TESTS OF MUSIC LITERACY - LEVEL 3 Rhythmic Concepts Notational Understanding (BERS)	2	1	2	0	0	0	0	1	0	0	0	0	1	1	0	1	1	1	2	2	1	1	2	1	1	0	0	0	1	3	0	0	0	1	0	0	P F G P
IOWA TESTS OF MUSIC LITERACY - LEVEL 3 Rhythmic Concepts Reading Recognition (BERS)	2	1	2	0	0	0	0	1	0	0	0	1	1	1	0	1	1	1	2	2	1	1	2	1	1	0	0	0	1	3	0	0	0	1	0	0	P F G P
IOWA TESTS OF MUSIC LITERACY - LEVEL 3 Rhythmic Concepts Total Rhythmic Concepts (BERS)	2	1	2	0	0	0	0	1	0	0	0	0	1	1	0	1	1	1	2	2	1	0	2	1	1	0	0	0	1	0	0	0	0	1	0	0	P F F P
IOWA TESTS OF MUSIC LITERACY - LEVEL 3 Tonal Concepts Aural Perception (BERS)	2	0	2	0	0	0	0	1	0	0	0	0	1	1	0	1	1	1	1	2	1	1	2	1	1	0	0	0	1	3	0	0	0	1	0	0	P P G P
IOWA TESTS OF MUSIC LITERACY - LEVEL 3 Tonal Concepts Notational Understanding (BERS)	2	0	2	0	0	0	0	1	0	0	0	0	1	1	0	1	1	1	2	2	1	1	2	1	1	0	0	0	1	3	0	0	0	1	0	0	P F G P
IOWA TESTS OF MUSIC LITERACY - LEVEL 3 Tonal Concepts Reading Recognition (BERS)	2	0	2	0	0	0	0	1	0	0	0	0	1	1	0	1	1	1	2	2	1	1	2	1	1	0	0	0	1	3	0	0	0	1	0	0	P F G P
IOWA TESTS OF MUSIC LITERACY - LEVEL 3 Tonal Concepts Total Tonal Concepts (BERS)	2	1	2	0	0	0	0	1	0	0	0	0	1	1	0	1	1	1	1	2	1	0	2	1	1	0	0	0	1	0	0	0	0	1	0	0	P P F P
KNUTH ACHIEVEMENT TESTS IN MUSIC, DIVISION I (CARA)	2	0	2	0	0	0	0	1	0	0	0	0	1	1	1	1	1	1	2	2	1	0	2	1	1	0	0	1	1	1	0	0	2	0	2	1	P F F P
KWALWASSER-DYKEMA MUSIC TESTS Pitch Imagery (CF)	0	0	2	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	1	2	1	1	2	1	1	1	0	0	1	0	0	0	0	1	0	2	P F F P
KWALWASSER-DYKEMA MUSIC TESTS Rhythm Imagery (CF)	0	0	2	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	1	2	1	1	2	1	1	1	0	0	1	0	0	0	0	1	0	2	P F F P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION		INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evolutional				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	[illegible]
KWALWASSER-DYKEMA MUSIC TESTS Tonal Movement (CF)	0	0	2	0	0	0	0	1	0	0	0	1	1	0	1	1	1	1	1	2	1	1	2	1	1	1	0	0	1	0	0	0	0	1	0	2	P F F P
KWALWASSER-RUCH TEST OF MUSICAL ACCOMPLISHMENT (BERS)	1	2	2	0	0	0	0	1	0	0	0	1	1	1	1	1	1	1	2	2	1	0	2	1	1	0	0	0	1	0	0	0	0	1	0	1	P F F P
MUSIC ACHIEVEMENT TEST 2 Auditory-Visual Discrimination Pitch (FPC)	3	0	2	0	0	0	0	1	0	1	1	1	1	1	1	1	1	0	2	2	1	1	2	1	1	1	0	1	1	1	0	2	0	1	0	2	P F G P
MUSIC ACHIEVEMENT TEST 2 Auditory-Visual Discrimination Rhythm (FPC)	3	0	2	0	0	0	0	1	0	1	1	1	1	1	1	1	1	0	2	2	1	1	2	1	1	1	0	1	1	1	0	2	0	1	0	2	P F G P
MUSIC ACHIEVEMENT TEST 2 Auditory-Visual Discrimination Total (FPC)	3	0	2	0	0	0	0	1	0	1	1	1	1	1	1	1	1	0	2	2	1	1	2	1	1	1	0	1	1	1	0	2	0	1	2	2	P F G P
MUSIC ACHIEVEMENT TEST 2 Feeling for Tonal Center (FPC)	3	0	2	0	0	0	0	1	0	1	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	1	1	1	0	1	0	1	1	2	P G G P
MUSIC ACHIEVEMENT TEST 2 Major-Minor Mode Discrimination (FPC)	3	0	2	0	0	0	0	1	0	1	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	1	1	1	0	1	0	1	3	2	P G G P
MUSIC ACHIEVEMENT TEST 2 Total (FPC)	3	1	2	0	0	0	0	1	0	1	1	1	1	1	1	1	1	0	2	2	1	1	2	1	1	1	0	1	1	2	0	2	0	1	3	2	P F G F
MUSIC ACHIEVEMENT TEST 3 Instrument Recognition (FPC)	3	0	2	0	0	0	0	1	1	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	1	1	1	0	1	0	1	1	2	P G G P
MUSIC ACHIEVEMENT TEST 3 Melody Recognition (FPC)	3	0	2	0	0	0	0	1	1	0	1	1	0	1	1	1	1	1	2	2	1	1	2	1	1	1	0	1	1	1	0	1	0	1	1	2	P F G P
MUSIC ACHIEVEMENT TEST 3 Pitch Recognition (FPC)	3	0	2	0	0	0	0	1	0	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	1	1	1	0	1	0	1	1	2	P F G P
MUSIC ACHIEVEMENT TEST 3 Tonal Memory (FPC)	3	0	2	0	0	0	0	1	0	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	1	1	1	0	1	0	1	0	2	P F G P
MUSIC ACHIEVEMENT TEST 3 Total (FPC)	3	2	2	0	0	0	0	1	0	0	1	1	0	1	1	1	1	1	2	2	1	1	2	1	1	1	0	1	1	2	0	1	0	1	3	2	P F G P
MUSICAL APTITUDE PROFILE Composite: Complete Test (HMC)	2	1	1	0	0	2	2	1	1	0	0	0	0	1	1	1	1	1	2	2	1	0	2	1	1	0	0	1	1	2	0	2	0	1	3	2	F F F F
MUSICAL APTITUDE PROFILE Rhythm Imagery Meter (HMC)	2	0	2	0	0	0	1	1	2	0	0	1	0	1	1	1	1	1	2	2	1	1	2	1	1	0	0	1	1	2	0	1	0	1	3	2	P F G P
MUSICAL APTITUDE PROFILE Rhythm Imagery Tempo (HMC)	2	0	2	0	0	0	1	1	2	0	0	1	0	1	1	1	1	1	2	2	1	1	2	1	1	0	0	1	1	2	0	2	0	1	1	2	P F G P
MUSICAL APTITUDE PROFILE Rhythm Imagery Total (HMC)	2	0	2	0	0	0	1	1	2	0	0	1	0	1	1	1	1	1	2	2	1	0	2	1	1	0	0	1	1	2	0	2	0	1	2	2	P F F P
MUSICAL APTITUDE PROFILE Tonal Imagery Harmony (HMC)	2	0	2	0	0	0	2	1	1	0	0	0	0	1	1	1	1	1	2	2	1	1	2	1	1	0	0	1	1	2	0	1	0	1	3	2	P F G P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evolutional				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-F-P
MUSICAL APTITUDE PROFILE Tonal Imagery Melody (HMC)	2	0	2	0	0	0	1	1	2	0	0	0	0	1	1	1	1	1	2	2	1	1	2	1	1	0	0	1	1	2	0	2	0	1	3	2	P F G F
MUSICAL APTITUDE PROFILE Tonal Imagery Total (HMC)	2	0	2	0	0	0	2	1	1	0	0	0	0	1	1	1	1	1	2	2	1	0	2	1	1	0	0	1	1	2	0	2	0	1	3	2	P F F F
SNYDER KNUTH MUSIC ACHIEVEMENT TEST (CARA)	0	1	2	0	0	0	0	1	0	0	0	0	1	1	1	1	1	1	1	2	1	0	2	1	1	0	0	0	1	0	0	0	0	1	0	0	P F F P
WING STANDARDIZED TESTS OF MUSICAL INTELLIGENCE Total of Tests 1 to 7 (NFER)	3	1	2	0	0	0	0	1	0	0	1	0	0	0	1	1	1	1	1	2	1	0	2	0	1	1	0	0	1	1	0	0	0	0	3	0	P P F P
XIB. Developmental Understanding of Music																																					
PERCEPTUAL AND MOTOR SKILLS																																					
XX. SENSORY PERCEPTION																																					
INITIAL LEARNING ASSESSMENT Peripheral Modalities (ATP)	0	0	2	0	0	0	0	0	2	0	1	0	0	0	0	0	1	1	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
MODALITY PREFERENCE TEST Stimulus Liked Best (IDS)	0	0	0	0	0	0	0	0	0	0	0	1	1	1	0	0	1	1	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
MODALITY PREFERENCE TEST Stimulus Liked Least (IDS)	0	0	0	0	0	0	0	0	0	0	0	1	1	1	0	0	1	1	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
SYMPTOMATOLOGY AND IDENTIFICATION OF A CHILD WITH LEARNING DISABILITIES Perceptual-Motor Impairments (PI)	0	1	1	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
XXA. Visual and Tactile Perception																																					
A-B-C VISION TEST FOR OCULAR DOMINANCE (PC)	0	0	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
ARTHUR ADAPTATION OF THE LEITER INTERNATIONAL PERFORMANCE SCALE (CHS)	0	1	1	0	0	0	0	0	2	0	1	1	0	0	1	0	1	1	2	0	1	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
BABCOCK TEST OF MENTAL EFFICIENCY Perception Time (WPS)	0	0	1	0	0	0	0	0	2	0	1	1	1	0	0	0	1	1	2	0	0	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	P F P P
BRYANT-SCHWAN DESIGN TEST, PART I (CP)	2	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	2	1	0	0	0	0	1	2	0	0	0	0	0	0	P F F P
CHILDREN'S EMBEDDED FIGURES TEST (CPP)	2	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	1	0	1	1	0	0	0	0	0	0	0	2	0	0	0	0	P G P P
DIAGNOSTIC READING TEST A Test of Laterality Establishing Eye Dominance (MPC)	0	0	0	0	0	0	0	0	2	0	1	0	0	0	0	1	1	1	2	0	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-F-P
DIAGNOSTIC READING TEST Visual Skills Discriminating between Similarities and Differences (MPC)	0	0	2	0	0	0	0	0	2	0	1	0	0	0	0	1	1	1	2	0	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
GESELL DEVELOPMENTAL KIT Right and Left Naming R & L (WPS)	0	0	2	0	1	0	0	0	0	1	0	1	1	0	0	1	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
GESELL DEVELOPMENTAL KIT Right and Left Right and Left Pictures, Verbal Response (WPS)	0	1	2	0	0	0	0	0	2	1	1	0	0	0	1	1	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
GROUP DIAGNOSTIC READING APTITUDE AND ACHIEVEMENT TESTS Motor Tests Crossing Out Letters (CHN)	0	0	2	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	1	1	0	1	0	0	0	1	1	0	0	0	1	0	1	P G F P
HARRIS TEST OF LATERAL DOMINANCE Binocular Tests (PC)	0	0	0	0	0	0	0	0	2	0	1	0	0	0	1	0	1	1	1	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
HARRIS TEST OF LATERAL DOMINANCE Knowledge of Right and Left (PC)	0	0	2	0	0	0	0	0	2	0	0	1	1	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	0	0	0	0	0	1	0	0	P F P P
HARRIS TEST OF LATERAL DOMINANCE Monocular Tests (PC)	0	0	0	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
HISKEY-NEBRASKA TEST OF LEARNING APTITUDE Picture Identification (MSH)	2	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	0	1	2	1	0	1	1	0	0	0	0	0	0	1	0	2	P G P P
ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES, REVISED Visual Closure (WPS)	1	1	2	1	1	1	0	0	2	0	1	1	1	1	1	0	1	1	2	0	0	1	1	1	0	1	0	0	0	1	1	2	0	1	3	2	P F P F
JORDAN LEFT-RIGHT REVERSAL TEST (ATP)	2	0	2	0	2	0	0	0	2	0	1	0	1	0	1	1	1	1	2	2	1	1	2	1	0	1	1	1	1	2	3	0	0	0	0	2	P F G P
LEITER INTERNATIONAL PERFORMANCE SCALE (CHS)	0	1	1	0	0	0	0	0	2	0	1	1	0	0	1	0	1	1	2	0	1	1	2	0	1	0	1	0	0	0	0	0	0	0	3	2	P F P P
MARIANNE FROSTIG DEVELOPMENTAL TEST OF VISUAL PERCEPTION Constancy of Shape (CPP)	1	1	2	0	0	0	0	0	2	0	1	1	0	0	1	0	1	1	2	2	0	1	1	1	0	0	0	0	0	0	0	2	0	0	0	2	P F P P
MARIANNE FROSTIG DEVELOPMENTAL TEST OF VISUAL PERCEPTION Figure-Ground (CPP)	1	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	2	0	1	1	1	0	0	0	0	0	0	0	3	0	0	0	2	P G P P
MARIANNE FROSTIG DEVELOPMENTAL TEST OF VISUAL PERCEPTION Position in Space (CPP)	1	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	2	0	1	2	1	0	0	0	0	0	0	0	1	0	0	0	2	P G P P
MARIANNE FROSTIG DEVELOPMENTAL TEST OF VISUAL PERCEPTION Spatial Relationships (CPP)	1	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	2	0	1	1	1	0	0	0	0	0	0	0	1	0	0	0	2	P F P P
MARIANNE FROSTIG DEVELOPMENTAL TEST OF VISUAL PERCEPTION Total (CPP)	1	1	2	0	0	0	0	0	2	0	1	1	0	0	1	0	1	1	2	2	0	0	1	1	0	0	0	0	0	0	0	2	0	0	0	2	P F P P
MODALITY PREFERENCE TEST Combined Visual (IDS)	0	0	0	0	0	0	0	0	0	0	0	1	1	1	0	0	0	1	2	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
MOORE EYE-HAND COORDINATION AND COLOR-MATCHING TEST Color Matching (JEM)	0	1	1	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	0	1	1	1	0	1	1	0	0	1	0	0	0	0	1	0	0	P G P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-3	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-F-P
MOTOR-FREE VISUAL PERCEPTION TEST (ATP)	3	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	1	1	2	1	0	1	0	0	1	1	0	2	0	0	0	2	P G F P
PICTORIAL TEST OF INTELLIGENCE Form Discrimination (HMC)	2	1	2	0	1	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	0	1	2	1	1	0	0	1	0	0	0	0	0	1	0	1	P F P P
PRIMARY MENTAL ABILITIES - GRADES 2-4 Perceptual Speed (SRA)	1	1	2	0	0	1	1	1	2	0	0	1	1	1	1	1	1	1	2	1	1	1	2	1	1	1	1	1	1	0	2	0	0	1	1	2	P G F P
PRIMARY MENTAL ABILITIES - GRADES 4-6 Perceptual Speed (SRA)	1	1	2	0	0	1	2	1	2	0	1	1	1	1	1	1	0	1	2	2	1	1	2	1	1	1	0	1	1	0	2	0	0	1	1	2	P G F P
PUBLIC SCHOOL PRIMARY INTELLIGENCE TEST Memory Total (BMC)	0	1	1	0	0	0	0	0	1	0	1	1	0	0	0	0	1	0	2	2	1	1	1	0	1	1	0	0	1	1	0	0	0	0	0	2	P P F P
PUBLIC SCHOOL PRIMARY INTELLIGENCE TEST Memory Visual (BMC)	0	1	2	0	0	0	0	0	1	0	1	1	0	1	0	0	1	1	2	2	1	1	1	0	1	1	0	0	1	1	0	0	0	1	0	2	P F F P
PUBLIC SCHOOL PRIMARY INTELLIGENCE TEST Reading Aptitude Letter Matching (BMC)	0	1	2	0	0	0	0	0	1	0	0	0	0	1	0	1	1	0	2	2	1	1	1	0	1	1	0	0	1	1	0	0	0	1	0	2	P P F P
PUPIL RECORD OF EDUCATIONAL BEHAVIOR Visual-Motor Perception (TRC)	1	0	1	0	0	0	0	0	1	0	0	1	1	0	1	1	1	1	2	0	1	0	0	0	0	0	0	0	1	2	0	0	0	0	0	0	P F P P
QUICK NEUROLOGICAL SCREENING TEST Double Simultaneous Stimulation of Hand and Cheek (ATP)	2	0	2	0	1	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	0	1	1	1	1	1	0	0	0	1	0	0	0	0	0	0	P F P P
QUICK NEUROLOGICAL SCREENING TEST Eye Tracking (ATP)	2	0	2	0	1	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	0	1	0	1	1	1	0	0	0	1	0	0	0	0	0	0	P F P P
QUICK NEUROLOGICAL SCREENING TEST Left-Right Discrimination (ATP)	0	0	2	0	1	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	0	1	1	1	1	1	0	0	0	0	0	0	0	0	0	0	P F P P
QUICK NEUROLOGICAL SCREENING TEST Palm Form Recognition (ATP)	2	1	2	0	1	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	0	1	1	1	1	1	0	0	0	1	0	0	0	0	0	0	P F P P
ROSNER PERCEPTUAL SURVEY Optometric Subscales Cover (LRDC)	0	0	2	0	0	0	0	0	2	0	1	1	1	0	0	0	1	1	2	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
ROSNER PERCEPTUAL SURVEY Optometric Subscales Near Point of Convergence (LRDC)	0	0	2	0	0	0	0	0	2	0	1	1	1	0	0	0	1	1	2	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
ROSNER PERCEPTUAL SURVEY Optometric Subscales Near Visual Acuity (LRDC)	0	0	2	0	0	0	0	0	2	0	1	0	0	0	0	0	1	1	2	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
ROSNER PERCEPTUAL SURVEY Optometric Subscales Retinoscopy (LRDC)	0	0	2	0	0	0	0	0	2	0	1	0	0	0	0	0	1	1	2	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
ROSNER PERCEPTUAL SURVEY Optometric Subscales Stereopsis (LRDC)	0	0	2	0	0	0	0	0	2	0	1	0	0	0	0	0	1	1	2	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
ROSNER PERCEPTUAL SURVEY Optometric Subscales Tactual-Visual (LRDC)	0	0	2	0	0	0	0	0	2	0	1	1	1	0	0	0	1	1	2	0	0	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-P
ROSNER PERCEPTUAL SURVEY Total Score (LRDC)	0	1	2	0	0	0	0	0	2	0	1	0	0	0	0	0	1	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
SCREENING TESTS TO BE USED BY THE CLASSROOM TEACHER Haptic Letter Recognition Test (ATP)	0	0	1	0	0	0	0	0	0	0	0	1	1	0	0	0	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
SCREENING TESTS TO BE USED BY THE CLASSROOM TEACHER Piaget Right-Left Awareness Test (ATP)	0	0	2	0	0	0	0	0	2	0	0	0	1	0	0	0	1	1	2	0	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
SLINGERLAND SCREENING TESTS FOR IDENTIFYING CHILDREN WITH SPECIFIC LANGUAGE DISABILITY - FORM B Visual Discrimination (EPS)	0	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	0	2	2	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
SLINGERLAND SCREENING TESTS FOR IDENTIFYING CHILDREN WITH SPECIFIC LANGUAGE DISABILITY - FORM C Visual Discrimination (EPS)	0	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	2	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
SOUTHERN CALIFORNIA SENSORY INTEGRATION TESTS Double Tactile Stimuli Perception (WPS)	1	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	0	1	2	0	0	1	0	0	0	0	0	0	0	0	0	1	P G P P
SOUTHERN CALIFORNIA SENSORY INTEGRATION TESTS Figure-Ground Perception (WPS)	1	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	0	1	2	0	0	1	1	0	0	0	0	0	0	0	0	1	P G P P
SOUTHERN CALIFORNIA SENSORY INTEGRATION TESTS Finger Identification Left Hand (WPS)	1	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	0	1	2	0	0	1	0	0	0	0	0	0	0	0	0	1	P G P P
SOUTHERN CALIFORNIA SENSORY INTEGRATION TESTS Finger Identification Right Hand (WPS)	1	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	0	1	2	0	0	1	0	0	0	0	0	0	0	0	0	1	P G P P
SOUTHERN CALIFORNIA SENSORY INTEGRATION TESTS Finger Identification Total (WPS)	1	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	0	1	2	0	0	1	0	0	0	0	0	0	0	0	0	1	P G P P
SOUTHERN CALIFORNIA SENSORY INTEGRATION TESTS Graphesthesia Left Hand (WPS)	1	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	1	P G P F
SOUTHERN CALIFORNIA SENSORY INTEGRATION TESTS Graphesthesia Right Hand (WPS)	1	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	1	P G P P
SOUTHERN CALIFORNIA SENSORY INTEGRATION TESTS Graphesthesia Total (WPS)	1	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	1	P G P P
SOUTHERN CALIFORNIA SENSORY INTEGRATION TESTS Localization of Tactile Stimuli Left Hand (WPS)	1	0	2	0	0	0	0	0	0	0	1	1	1	1	1	0	1	1	2	0	0	1	1	0	0	1	0	0	0	0	0	0	0	0	0	1	P F P P
SOUTHERN CALIFORNIA SENSORY INTEGRATION TESTS Localization of Tactile Stimuli Right Hand (WPS)	1	0	2	0	0	0	0	0	0	0	1	1	1	1	1	0	1	1	2	0	0	1	1	0	0	1	0	0	0	0	0	0	0	0	0	1	P F P P
SOUTHERN CALIFORNIA SENSORY INTEGRATION TESTS Localization of Tactile Stimuli Total (WPS)	1	0	2	0	0	0	0	0	0	0	1	1	1	1	1	0	1	1	2	0	0	1	1	0	0	1	0	0	0	0	0	0	0	0	0	1	P F P P
SOUTHERN CALIFORNIA SENSORY INTEGRATION TESTS Manual Form Perception Left Hand (WPS)	1	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	0	1	2	0	0	1	0	0	0	0	0	0	0	0	0	1	P F P P
SOUTHERN CALIFORNIA SENSORY INTEGRATION TESTS Manual Form Perception Right Hand (WPS)	1	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	0	1	2	0	0	1	0	0	0	0	0	0	0	0	0	1	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evolutional				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-3	0-3	0-1	0-2	0-2	[illegible]
SOUTHERN CALIFORNIA SENSORY INTEGRATION TESTS Manual Form Perception Total (WPS)	1	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	0	1	2	0	0	1	0	0	0	0	0	0	0	0	0	1	P F P P
SOUTHERN CALIFORNIA SENSORY INTEGRATION TESTS Position in Space (WPS)	1	0	1	0	0	0	0	0	2	0	1	1	1	1	0	0	1	1	2	0	0	1	1	0	0	1	1	0	0	0	0	0	0	0	0	1	P F P P
SOUTHERN CALIFORNIA SENSORY INTEGRATION TESTS Right-Left Discrimination (WPS)	1	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	0	1	1	0	0	1	0	0	0	0	0	0	0	0	0	1	P G P P
STANDARD READING TESTS Aural Discrimination Test (ACER)	0	0	2	0	0	0	0	0	0	0	0	0	1	0	0	0	1	1	2	0	1	1	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P P P P
STANDARD READING TESTS Visual Discrimination and Orientation Test (ACER)	0	0	2	0	0	0	0	0	0	0	0	1	1	0	1	0	1	1	2	0	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
SYMBOL DIGIT MODALITIES TEST Oral Score (WPS)	0	0	2	0	1	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	1	1	2	1	0	0	0	0	1	2	0	0	0	1	0	0	P G F P
SYMPTOMATOLOGY AND IDENTIFICATION OF A CHILD WITH LEARNING DISABILITIES Vision (PI)	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
TACK FORM TEST (IDS)	1	1	2	0	0	0	0	1	1	0	1	1	1	0	0	0	1	1	2	0	1	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TEXTURE TEST (IDS)	0	0	2	0	0	0	0	1	0	0	0	1	0	0	0	0	1	1	2	0	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
THREE-DIMENSIONAL TEST FOR VISUALIZATION SKILL Level I Shape Identification (ATP)	0	1	2	0	0	0	0	0	0	0	1	0	0	0	0	1	0	1	1	2	1	1	0	0	0	0	0	0	1	2	0	0	0	0	0	0	P P P P
THREE-DIMENSIONAL TEST FOR VISUALIZATION SKILL Level I Size Perception (ATP)	0	1	2	0	0	0	0	0	0	0	1	0	0	0	0	1	0	1	1	2	1	1	0	0	0	0	0	0	1	2	0	0	0	0	0	0	P P P P
THREE-DIMENSIONAL TEST FOR VISUALIZATION SKILL Level I Total (ATP)	0	1	2	0	0	0	0	0	0	0	1	0	0	0	0	1	0	1	1	2	1	1	0	0	0	0	0	0	1	2	0	0	0	0	0	0	P P P P
THREE-DIMENSIONAL TEST FOR VISUALIZATION SKILL Level I Visual Equilibrium (ATP)	0	0	2	0	0	0	0	0	0	0	1	0	0	0	0	1	0	1	1	2	1	1	0	0	0	0	0	0	1	2	0	0	0	0	0	0	P P P P
22B. Auditory Perception																																					
ADVANCED TESTS OF CENTRAL AUDITORY ABILITIES (PLS)	0	0	2	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	0	1	1	1	0	0	1	0	0	0	0	0	1	P F P P
AUDITORY ANALYSIS TEST (LRDC)	3	0	2	0	0	2	0	0	2	1	1	1	1	0	1	1	1	1	2	0	0	1	2	0	0	0	1	0	0	0	0	0	0	0	0	0	P G P P
AUDITORY DISCRIMINATION TEST (REVISED 1973) (LRA)	3	1	2	0	2	0	0	1	2	0	1	1	1	1	1	1	1	1	2	0	1	1	2	1	0	1	0	0	1	2	0	0	0	0	0	0	F G F P
AUDITORY MOTOR TEST (DRUM TEST) (IDS)	0	0	0	0	0	0	0	0	0	0	0	1	1	1	0	0	0	1	2	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evolutional				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-F-P
BASIC EDUCATIONAL SKILLS INVENTORY, READING - LEVEL B Final Consonant Sounds (Pictorial) (SEI)	0	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P G P P
BASIC EDUCATIONAL SKILLS INVENTORY, READING - LEVEL B Initial Consonant and Vowel Sounds (Pictorial) (SEI)	0	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P G P P
BASIC EDUCATIONAL SKILLS INVENTORY, READING - LEVEL B Rhyming Sounds (SEI)	0	0	2	0	0	0	0	0	2	0	1	1	1	1	0	1	1	1	2	0	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
COMPOSITE AUDITORY PERCEPTION TEST Part 2 Vowel Discrimination (ACSD)	1	0	2	0	0	0	0	1	2	0	1	1	1	1	1	0	1	1	2	2	1	0	2	1	0	0	0	0	1	1	0	0	0	0	0	0	P G F P
DIAGNOSTIC READING SCALES Supplementary Phonics Tests Auditory Discrimination (CTB)	1	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	0	1	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P G P P
DRAKE MUSICAL APTITUDE TESTS Musical Memory Test (SRA)	1	1	2	0	0	0	0	1	0	0	0	1	0	1	1	1	1	0	0	1	1	0	2	0	1	0	0	0	1	2	0	0	0	1	0	0	P P F P
DRAKE MUSICAL APTITUDE TESTS Rhythm Test (SRA)	1	0	2	0	0	0	0	1	1	0	0	1	1	1	1	1	1	0	2	1	1	0	2	0	1	1	0	0	1	2	0	0	0	1	0	0	P F F P
ENVIRONMENTAL SOUNDS--LABELLING (IDS)	0	0	2	0	0	0	0	1	1	0	1	1	1	1	0	0	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
ENVIRONMENTAL SOUNDS--PICTURE IDENTIFICATION (IDS)	0	1	2	0	0	0	0	1	1	0	1	1	1	1	0	0	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
GATES-McKILLOP READING DIAGNOSTIC TESTS Supplementary Tests Auditory Discrimination (TCP)	0	1	2	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	2	0	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
GOLDMAN-FRISTOE TEST OF ARTICULATION Stimulability Subtest (AGS)	2	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	0	1	0	1	1	1	1	0	0	1	0	0	0	0	0	2	P F P P
GOLDMAN-FRISTOE-WOODCOCK TEST OF AUDITORY DISCRIMINATION Noise Subtest (AGS)	3	1	2	0	1	0	0	1	1	0	1	1	1	0	1	1	1	1	2	0	0	1	2	1	1	1	1	0	0	1	0	1	0	1	3	2	P F F P
GOLDMAN-FRISTOE-WOODCOCK TEST OF AUDITORY DISCRIMINATION Quiet Subtest (AGS)	3	1	2	0	1	0	0	1	1	0	1	1	1	0	1	1	1	1	2	0	0	1	2	1	1	1	1	0	0	1	0	2	0	1	0	2	P F F P
GROUP DIAGNOSTIC READING APTITUDE AND ACHIEVEMENT TESTS Auditory Tests Discrimination and Orientation (CHN)	0	1	2	0	0	0	0	1	2	0	1	1	1	1	0	1	0	1	2	2	1	1	2	0	1	1	0	0	1	1	0	0	0	0	0	1	P F F P
KWALWASSER-DYKEMA MUSIC TESTS Intensity Discrimination (CF)	0	0	2	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	2	1	1	2	1	1	1	0	0	1	0	0	0	0	1	0	2	P F F P
KWALWASSER-DYKEMA MUSIC TESTS Pitch Discrimination (CF)	0	0	2	0	0	0	0	1	1	0	0	1	1	0	1	1	1	1	1	2	1	1	2	1	1	1	0	0	1	0	0	0	0	1	0	2	P F F P
KWALWASSER-DYKEMA MUSIC TESTS Quality Discrimination (CF)	0	0	2	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	1	2	1	1	2	1	1	1	0	0	1	0	0	0	0	1	0	2	P F F P
KWALWASSER-DYKEMA MUSIC TESTS Rhythm Discrimination (CF)	0	0	2	0	0	0	0	1	2	0	0	1	1	0	1	1	1	1	1	2	1	1	2	1	1	1	0	0	1	0	0	0	0	1	0	2	P F F P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION		INSTRUCTIONS				FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-3	0-3	0-1	0-3	0-2	G-P
KWALWASSER-DYKEMA MUSIC TESTS Time Discrimination (CF)	0	0	2	0	0	0	0	1	1	0	0	1	1	0	1	1	1	1	1	2	1	1	2	1	1	1	0	0	1	0	0	0	0	1	0	2	P F F P
KWALWASSER-DYKEMA MUSIC TESTS Tonal Memory (CF)	0	0	2	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	2	1	1	2	1	1	1	0	0	1	0	0	0	0	1	0	2	P F F P
KWALWASSER-DYKEMA MUSIC TESTS Total Score (CF)	0	1	1	0	0	0	0	1	1	0	0	0	0	0	1	1	1	1	1	2	1	0	2	1	1	1	0	0	1	0	0	0	0	1	0	2	P P F P
LINDAMOOD AUDITORY CONCEPTUALIZATION TEST (TRC)	2	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	1	0	1	1	2	1	1	0	1	0	1	2	0	0	0	0	0	0	P F F P
MODALITY PREFERENCE TEST Combined Auditory (IDS)	0	0	0	0	0	0	0	0	0	0	0	1	1	1	0	0	0	1	2	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
MUSIC ACHIEVEMENT TEST 1 Interval Discrimination (FPC)	3	0	2	0	0	0	0	1	2	0	1	1	0	1	1	1	1	1	2	2	1	1	2	1	1	1	0	1	1	1	0	1	0	1	3	2	P G G P
MUSIC ACHIEVEMENT TEST 1 Meter Discrimination (FPC)	3	0	2	0	0	0	0	1	2	0	1	1	0	1	1	1	1	1	2	2	1	1	2	1	1	1	0	1	1	1	0	1	0	1	2	2	P G G P
MUSIC ACHIEVEMENT TEST 1 Pitch Discrimination (FPC)	3	0	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	1	1	1	0	2	0	1	3	2	P G G F
MUSIC ACHIEVEMENT TEST 1 Total (FPC)	3	1	2	0	0	0	0	1	1	0	1	1	0	1	1	1	1	1	2	2	1	1	2	1	1	1	0	1	1	2	0	2	0	1	3	2	P F G F
NEALE ANALYSIS OF READING ABILITY Supplementary Diagnostic Test 3 Blending and Recognition of Syllables (NFER)	0	0	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
OHIO TESTS OF ARTICULATION AND PERCEPTION OF SOUNDS Interpersonal Comparator Perception of Sounds (SH)	3	0	2	0	1	0	0	0	1	0	1	1	0	1	1	1	1	1	2	0	0	1	2	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
OHIO TESTS OF ARTICULATION AND PERCEPTION OF SOUNDS Interpersonal Identification of Sounds (SH)	3	0	2	0	1	0	0	0	1	0	1	1	0	1	1	1	1	1	2	0	0	1	2	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
OLIPHANT AUDITORY DISCRIMINATION MEMORY TEST (EPS)	0	1	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	1	2	1	1	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P G F P
QUICK NEUROLOGICAL SCREENING TEST Rhythm Discrimination (ATP)	2	1	2	0	1	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	0	1	0	1	1	1	0	0	0	1	0	0	0	0	0	0	P G P P
ROSNER PERCEPTUAL SURVEY Rosner-Richman Perceptual Survey Auditory Organization (LRDC)	0	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P G P P
ROSNER PERCEPTUAL SURVEY Rosner-Richman Perceptual Survey Auditory-Visual (LRDC)	0	1	2	0	0	0	0	0	2	0	1	0	0	0	0	0	1	1	0	0	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
SCREENING TEST FOR AUDITORY PERCEPTION Part III (ATP)	0	0	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	1	2	1	1	2	1	1	1	1	0	1	0	0	0	0	0	0	2	P G F P
SCREENING TEST FOR AUDITORY PERCEPTION Part V (ATP)	0	0	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	1	2	1	1	2	1	1	1	1	0	1	0	0	0	0	0	0	2	P G F P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-P
SCREENING TEST FOR AUDITORY PERCEPTION Total Raw Score (ATP)	0	0	1	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	1	2	1	0	2	1	1	1	1	0	1	0	1	0	0	0	2	2	P G F P
SEASHORE MEASURES OF MUSICAL TALENTS Loudness (PC)	3	0	2	0	0	0	0	1	1	0	0	1	1	0	1	1	0	1	2	2	1	1	2	1	1	1	0	0	1	1	0	2	0	1	3	2	P F F F
SEASHORE MEASURES OF MUSICAL TALENTS Pitch (PC)	3	0	2	0	0	0	0	1	1	0	0	1	1	0	1	1	0	1	2	2	1	1	2	1	1	1	0	0	1	1	0	2	0	1	3	2	P F F F
SEASHORE MEASURES OF MUSICAL TALENTS Rhythm (PC)	3	0	2	0	0	0	0	1	2	0	0	1	1	0	1	1	0	1	2	2	1	1	2	1	1	1	0	0	1	1	0	1	0	1	2	2	P F F P
SEASHORE MEASURES OF MUSICAL TALENTS Timbre (PC)	3	0	2	0	0	0	0	1	1	0	0	1	1	0	1	1	0	1	2	2	1	1	2	1	1	1	0	0	1	1	0	1	0	1	3	2	P F F P
SEASHORE MEASURES OF MUSICAL TALENTS Time (PC)	3	0	2	0	0	0	0	1	1	0	0	1	1	0	1	1	0	1	2	2	1	1	2	1	1	1	0	0	1	1	0	2	0	1	3	2	P F F F
SEASHORE MEASURES OF MUSICAL TALENTS Tonal Memory (PC)	3	0	2	0	0	0	0	1	2	0	0	1	1	0	1	1	0	1	2	2	1	1	2	1	1	1	0	0	1	1	0	2	0	1	2	2	P F F P
SHORT TERM AUDITORY RETRIEVAL AND STORAGE TEST (PLS)	1	0	2	0	0	0	0	0	2	0	1	1	1	1	1	0	1	1	1	2	1	1	2	0	1	0	1	0	1	1	0	0	0	1	0	0	P F F P
TENVAD: TEST OF NONVERBAL AUDITORY DISCRIMINATION (FPC)	1	2	2	0	0	0	2	0	2	0	1	1	1	0	1	1	1	1	1	2	1	1	2	1	0	0	0	0	1	1	0	2	0	1	0	0	P F F P
TESTING-TEACHING MODULE OF AUDITORY DISCRIMINATION Diagnostic Test Final Consonant Blend and Consonant Digraph Sounds (ATP)	2	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	1	1	1	1	1	1	0	0	1	3	0	0	0	0	0	0	P G F P
TESTING-TEACHING MODULE OF AUDITORY DISCRIMINATION Diagnostic Test Final Consonant Sounds (ATP)	2	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	1	1	1	1	1	1	0	0	1	3	0	0	0	0	0	0	P G F P
TESTING-TEACHING MODULE OF AUDITORY DISCRIMINATION Diagnostic Test Initial Consonant Blend (ATP)	2	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	1	1	1	1	1	1	0	0	1	3	0	0	0	0	0	0	P G F P
TESTING-TEACHING MODULE OF AUDITORY DISCRIMINATION Diagnostic Test Initial Consonant Sounds (ATP)	2	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	1	1	1	1	1	1	0	0	1	3	0	0	0	0	0	0	P G F P
TESTING-TEACHING MODULE OF AUDITORY DISCRIMINATION Diagnostic Test Vowel Sounds: Long and Short Vowels, Vowel Combinations (ATP)	2	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	1	1	1	1	1	1	0	0	1	3	0	0	0	0	0	0	P G F P
TESTING-TEACHING MODULE OF AUDITORY DISCRIMINATION Test of Auditory Discrimination (ATP)	2	1	2	0	0	0	2	0	1	0	1	1	1	1	1	1	1	1	2	0	1	0	1	1	1	1	0	0	1	3	0	0	0	0	0	0	P F F P
TILSON-GRETSCH MUSICAL APTITUDE TEST (FGC)	2	1	2	0	0	0	0	1	2	0	0	0	1	1	1	0	0	1	2	2	1	0	2	0	1	1	0	0	1	1	0	0	0	1	0	2	P F F P
WING STANDARDIZED TESTS OF MUSICAL INTELLIGENCE Total Tests 1, 2, 3 (NFER)	3	1	2	0	0	0	0	1	0	0	1	0	0	1	1	1	1	1	1	2	1	1	2	0	1	1	0	0	1	1	0	0	0	0	1	0	P F F P
WORD INTELLIGIBILITY BY PICTURE IDENTIFICATION List I (SH)	2	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	0	1	2	1	1	0	0	0	0	0	0	0	0	0	0	0	P G P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-F-P
WORD INTELLIGIBILITY BY PICTURE IDENTIFICATION List II (SH)	2	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	0	1	2	1	1	0	0	0	0	0	0	0	0	0	0	0	P G P P
WORD INTELLIGIBILITY BY PICTURE IDENTIFICATION List III (SH)	2	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	0	1	2	1	1	0	0	0	0	0	0	0	0	0	0	0	P G P P
WORD INTELLIGIBILITY BY PICTURE IDENTIFICATION List IV (SH)	2	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	0	1	2	1	1	0	0	0	0	0	0	0	0	0	0	0	P G P P
23. PSYCHOMOTOR SKILLS																																					
BASIC SCREENING AND REFERRAL FORM FOR CHILDREN WITH SUSPECTED LEARNING AND BEHAVIORAL DISABILITIES (FP)	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	2	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
DEVEREUX TEST OF EXTREMITY COORDINATION Total Motor Functioning (DFP)	2	1	2	0	0	0	0	0	2	0	1	0	0	0	0	0	1	1	2	0	1	1	1	0	0	0	1	0	1	2	0	0	0	0	3	0	P P P P
DYSLEXIA SCHEDULE (EPS)	2	0	0	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	2	0	1	1	2	1	1	1	0	0	1	1	0	0	0	0	0	0	P F F P
EDUCATIONAL DEVELOPMENTAL PROGRAM - KIT I: EDUCATIONAL EVALUATION (BSP)	0	1	0	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	2	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
FROSTIG MOVEMENT SKILLS TEST BATTERY Total (CPP)	2	1	2	0	0	0	0	1	1	0	1	0	1	1	1	1	1	1	2	0	1	0	1	1	0	0	1	0	1	0	0	0	0	0	0	0	P F P P
HARRIS TEST OF LATERAL DOMINANCE Hand Dominance - Total (PC)	0	0	2	0	0	0	0	0	2	0	0	0	1	0	0	1	1	1	2	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
INITIAL LEARNING ASSESSMENT Perceptual-Motor Functions (ATP)	0	1	1	0	0	0	0	0	2	0	1	0	0	0	0	0	1	1	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
LINCOLN-OSERETSKY MOTOR DEVELOPMENT SCALE (CHS)	3	2	2	0	0	0	0	0	2	2	1	1	1	1	1	1	1	1	2	0	1	1	0	1	1	1	1	0	1	0	0	2	0	0	3	1	P G P P
McCARTHY SCALES OF CHILDREN'S ABILITIES Motor (PC)	1	1	1	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	2	0	1	0	0	1	0	1	0	1	0	1	1	1	0	0	3	2	P F P P
MOTOR PROBLEMS INVENTORY (WPS)	2	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	0	1	0	1	1	0	1	1	0	0	0	0	0	0	P F P P
OSERETSKY TESTS OF MOTOR PROFICIENCY Motor Level (AGS)	0	1	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
PSYCHOEDUCATIONAL INVENTORY OF BASIC LEARNING ABILITIES (FP)	0	2	0	0	0	0	0	0	1	0	1	1	1	0	0	1	1	1	1	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	P F P P
PUPIL RATING SCALE (SCREENING FOR LEARNING DISABILITIES) Motor Coordination (GS)	1	1	2	0	2	0	0	0	2	0	1	1	0	0	1	1	1	1	1	0	1	1	2	1	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
QUICK NEUROLOGICAL SCREENING TEST Total (ATP)	2	1	1	0	2	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	0	0	0	1	1	1	0	0	0	2	0	0	0	0	0	0	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-2	0-2	G-F-P
QUICK SCREENING SCALE OF MENTAL DEVELOPMENT General Mental Level (PA)	1	1	1	0	0	0	0	0	1	0	1	1	0	0	0	0	1	1	1	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	P P P P
ROSNER PERCEPTUAL SURVEY Rosner-Richman Perceptual Survey Total (LRDC)	0	0	1	0	0	0	0	0	1	0	0	1	1	0	0	0	1	1	2	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
TEST OF MOTOR IMPAIRMENT (BEP)	3	2	2	0	1	0	0	1	2	0	1	0	0	0	1	1	1	1	2	0	1	1	1	1	0	0	0	0	1	0	0	0	0	0	0	0	F F P P
23A. Fine Motor Skills																																					
ARTHUR POINT SCALE OF PERFORMANCE TEST, REVISED FORM II Seguin Form Board (Arthur Revision) (PC)	0	1	2	0	0	0	0	0	1	0	1	1	0	0	1	1	1	1	2	0	0	1	2	0	0	0	1	0	0	0	0	0	0	1	0	2	P F P P
ARTHUR POINT SCALE OF PERFORMANCE TEST, REVISED FORM II Total Point Score - Healy Picture Completion Omitted (PC)	0	1	1	0	0	0	0	0	1	0	1	1	0	0	1	1	1	1	2	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	2	P F P P
ARTHUR POINT SCALE OF PERFORMANCE TEST, REVISED FORM II Total Point Score - Porteus Maze Omitted (PC)	0	1	1	0	0	0	0	0	1	0	1	1	0	0	1	0	1	1	2	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	2	P F P P
BABCOCK TEST OF MENTAL EFFICIENCY Motor A (WPS)	0	2	1	0	0	0	0	0	0	0	1	1	1	0	1	1	1	1	2	0	0	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	P F P P
BABCOCK TEST OF MENTAL EFFICIENCY Motor B (WPS)	0	1	1	0	0	0	0	0	2	0	1	1	1	1	0	1	1	1	2	0	0	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	P F P P
BABCOCK TEST OF MENTAL EFFICIENCY Motor Control (WPS)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	2	0	0	1	0	0	[illegible]	0	1	0	0	0	0	0	0	0	0	0	P F P P
BARCLAY CLASSROOM CLIMATE INVENTORY Group Group Realistic-Outdoor (LSD)	1	0	0	0	0	0	0	1	0	0	1	0	0	0	0	1	0	1	1	2	1	0	2	0	1	1	0	0	1	2	1	0	0	0	0	0	P P F P
BENDER GESTALT TEST FOR YOUNG CHILDREN (KOPPITZ SCORING SYSTEM) Developmental Score (WPS)	2	1	2	0	1	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	0	1	0	1	1	0	1	0	0	1	0	0	0	0	0	0	P F P P
BENDER GESTALT TEST FOR YOUNG CHILDREN (KOPPITZ SCORING SYSTEM) Evaluation for Brain Injury (WPS)	2	1	2	0	2	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	P F P P
BENDER GESTALT TEST FOR YOUNG CHILDREN (KOPPITZ SCORING SYSTEM) Number of Emotional Indicators (WPS)	2	1	2	0	1	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	P F P P
BENDER VISUAL MOTOR GESTALT TEST FOR CHILDREN (WPS)	1	1	2	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	P F P P
BIMODAL REACTION TIME TEST (IDS)	0	0	0	0	0	0	0	0	0	0	1	1	1	1	0	0	1	1	2	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
DENNIS VISUAL PERCEPTION SCALE Design 1 (WPS)	2	1	2	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	1	1	0	0	0	1	0	0	0	0	0	0	0	0	0	P G P P
DENNIS VISUAL PERCEPTION SCALE Design 2 (WPS)	2	1	2	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	1	1	0	0	0	1	0	0	0	0	0	0	0	0	0	P G P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
DENNIS VISUAL PERCEPTION SCALE Design 3 (WPS)	2	1	2	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	1	1	0	0	1	1	0	0	0	0	0	0	0	0	2	P G P P
DENNIS VISUAL PERCEPTION SCALE Design 4 (WPS)	2	1	2	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	1	1	0	0	0	1	0	0	0	0	0	0	0	0	0	P G P P
DENNIS VISUAL PERCEPTION SCALE Design 5 (WPS)	2	1	2	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	1	1	0	0	1	1	0	0	0	0	0	0	0	0	2	P G P P
DENNIS VISUAL PERCEPTION SCALE Design 6 (WPS)	2	1	2	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	1	1	0	0	0	1	0	0	0	0	0	0	0	0	0	P G P P
DENNIS VISUAL PERCEPTION SCALE Design 7 (WPS)	2	1	2	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	1	1	0	0	0	1	0	0	0	0	0	0	0	0	0	P G P P
DENNIS VISUAL PERCEPTION SCALE Design 8 (WPS)	2	1	2	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	1	1	0	0	1	1	0	0	0	0	0	0	0	0	2	P G P P
DENNIS VISUAL PERCEPTION SCALE Design 9 (WPS)	2	1	2	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	1	1	0	0	0	1	0	0	0	0	0	0	0	0	0	P G P P
DENNIS VISUAL PERCEPTION SCALE Design 10 (WPS)	2	1	2	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	1	1	0	0	0	1	0	0	0	0	0	0	0	0	0	P G P P
DENNIS VISUAL PERCEPTION SCALE Design 11 (WPS)	2	1	2	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	1	1	0	0	1	1	0	0	0	0	0	0	0	0	2	P G P P
DENNIS VISUAL PERCEPTION SCALE Design 12 (WPS)	2	1	2	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	1	1	0	0	0	1	0	0	0	0	0	0	0	0	0	P G P P
DENNIS VISUAL PERCEPTION SCALE Design 13 (WPS)	2	1	2	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	1	1	0	0	0	1	0	0	0	0	0	0	0	0	0	P G P P
DENNIS VISUAL PERCEPTION SCALE Design 14 (WPS)	2	1	2	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	1	1	0	0	0	1	0	0	0	0	0	0	0	0	0	P G P P
DENNIS VISUAL PERCEPTION SCALE Design 15 (WPS)	2	1	2	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	1	1	0	0	1	1	0	0	0	0	0	0	0	0	2	P G P P
DENNIS VISUAL PERCEPTION SCALE Design 16 (WPS)	2	1	2	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	1	1	0	0	1	1	0	0	0	0	0	0	0	0	2	P G P P
DENNIS VISUAL PERCEPTION SCALE Design 17 (WPS)	2	1	2	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	1	1	0	0	1	1	0	0	0	0	0	0	0	0	2	P G P P
DENNIS VISUAL PERCEPTION SCALE Design 18 (WPS)	2	1	2	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	1	1	0	0	1	1	0	0	0	0	0	0	0	0	2	P G P P
DENNIS VISUAL PERCEPTION SCALE Design 19 (WPS)	2	1	2	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	1	1	0	0	1	1	0	0	0	0	0	0	0	0	2	P G P P
DENNIS VISUAL PERCEPTION SCALE Design 20 (WPS)	2	1	2	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	1	1	0	0	1	1	0	0	0	0	0	0	0	0	2	P G P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G [illegible] P
DETROIT TEST OF LEARNING APTITUDE Motor Speed and Precision (BMC)	0	1	2	0	0	0	0	0	2	0	1	1	0	1	1	1	1	1	1	0	0	1	1	1	1	1	1	0	0	0	0	0	0	1	0	1	P F P P
DEVELOPMENTAL TEST OF VISUAL-MOTOR INTEGRATION (FPC)	2	1	2	0	1	0	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	1	0	0	0	1	1	0	0	2	0	0	0	0	0	2	P G F P
DEVEREUX TEST OF EXTREMITY COORDINATION Fine Motor Ability (DFP)	2	0	2	0	0	0	0	0	2	0	1	0	0	0	0	1	1	1	2	0	1	1	2	0	0	0	1	0	1	2	0	0	0	0	3	0	P F F P
FIVE TASK TEST Quality Score (WPS)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	P F P P
FROSTIG MOVEMENT SKILLS TEST BATTERY Bead Stringing (CPP)	2	1	2	2	0	0	0	1	0	1	1	1	1	1	1	0	1	1	2	0	1	1	2	1	0	1	0	0	1	0	0	1	0	0	3	2	P F P P
FROSTIG MOVEMENT SKILLS TEST BATTERY Block Transfer (CPP)	2	1	2	2	0	0	0	1	0	1	0	1	1	0	1	0	1	1	2	0	1	1	2	1	0	1	0	0	1	0	0	2	0	0	0	2	P F P P
FROSTIG MOVEMENT SKILLS TEST BATTERY Fist - Edge - Palm (CPP)	2	1	2	2	0	0	0	1	2	0	1	1	1	1	[illegible]	1	1	1	2	0	1	1	1	1	0	1	0	0	1	0	0	2	0	1	0	1	P G P P
FROSTIG MOVEMENT SKILLS TEST BATTERY Hand-Eye Coordination (CPP)	2	2	2	0	0	0	0	1	0	0	1	1	1	0	1	0	1	1	2	0	1	1	1	1	0	0	1	0	1	0	0	0	0	0	0	0	P F P P
GESELL DEVELOPMENTAL KIT Copy Forms (WPS)	0	1	2	0	1	0	0	0	2	1	1	1	0	0	1	1	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
GESELL DEVELOPMENTAL KIT Incomplete Man (WPS)	0	1	2	0	1	0	0	0	2	1	1	0	0	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
HARRIS TEST OF LATERAL DOMINANCE Dealing Cards (PC)	0	0	2	0	0	0	0	0	2	0	1	1	0	1	1	1	1	1	2	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
HARRIS TEST OF LATERAL DOMINANCE Eye Dominance - Total (PC)	0	0	2	0	0	0	0	0	2	0	1	0	0	0	1	1	1	1	1	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
HARRIS TEST OF LATERAL DOMINANCE Handwriting (PC)	0	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
HARRIS TEST OF LATERAL DOMINANCE Simultaneous Writing (PC)	0	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
HARRIS TEST OF LATERAL DOMINANCE Tapping (PC)	0	0	2	0	0	0	0	0	2	0	1	0	0	0	0	1	1	1	2	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
MANUAL ACCURACY AND SPEED TEST Alternate Tapping (LIC)	1	1	2	0	0	0	0	0	0	0	0	0	0	0	0	3	0	1	0	0	0	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
MANUAL ACCURACY AND SPEED TEST Large Peg Placement (LIC)	1	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
MANUAL ACCURACY AND SPEED TEST Nails Transfer (LIC)	1	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Item: Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustrations & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-3	0-3	0-1	0-3	0-2	[illegible]
MANUAL ACCURACY AND SPEED TEST Small Peg Placement (LIC)	1	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
MANUAL ACCURACY AND SPEED TEST Steadiness (LIC)	1	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
MARIANNE FROSTIG DEVELOPMENTAL TEST OF VISUAL PERCEPTION Eye-Motor Coordination (CPP)	1	1	2	0	0	0	0	0	2	0	1	0	1	1	1	1	1	1	2	2	0	1	1	1	0	0	0	0	0	0	0	1	0	0	0	2	P F P P
McCARTHY SCALES OF CHILDREN'S ABILITIES Perceptual-Performance (PC)	1	1	1	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	0	0	1	0	1	0	1	0	1	2	0	0	0	3	2	P F P P
MINNESOTA PERCEPTO-DIAGNOSTIC TEST DCD - Distortion Circle-Diamond (CPPC)	3	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	0	1	0	1	0	0	0	0	0	2	0	0	0	0	0	0	P F P P
MINNESOTA PERCEPTO-DIAGNOSTIC TEST DD - Distortion Dots (CPPC)	3	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	0	1	0	1	0	0	0	0	0	2	0	0	0	0	0	0	P F P P
MINNESOTA PERCEPTO-DIAGNOSTIC TEST Rotation (CPPC)	3	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	0	1	1	1	0	0	0	0	0	2	0	0	0	0	0	0	P F P P
MINNESOTA PERCEPTO-DIAGNOSTIC TEST SPCD - Separation (CPPC)	3	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	0	1	0	1	0	0	0	0	0	2	0	0	0	0	0	0	P F P P
MINNESOTA PERCEPTO-DIAGNOSTIC TEST Total Score (CPPC)	3	2	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	0	1	0	1	0	0	1	0	0	2	1	1	1	0	0	2	P F P P
MOORE EYE-HAND COORDINATION AND COLOR-MATCHING TEST Speed of Eye-Hand Coordination (JEM)	0	1	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	0	1	1	2	0	1	1	0	0	1	0	0	0	0	1	3	1	P G P P
OSERETSKY TESTS OF MOTOR PROFICIENCY Dynamic Manual (AGS)	0	1	2	0	0	0	0	0	1	0	1	1	0	0	1	1	1	1	2	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
OSERETSKY TESTS OF MOTOR PROFICIENCY Speed (AGS)	0	0	1	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
PORTEUS MAZE TESTS Qualitative Score (PC)	1	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	0	1	1	0	1	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
PRIMARY VISUAL MOTOR TEST (GS)	2	1	2	0	1	1	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	0	1	0	1	0	0	1	0	0	0	0	0	0	0	P F P P
QUICK NEUROLOGICAL SCREENING TEST Figure Recognition and Production (ATP)	2	1	1	0	1	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	0	1	0	1	1	1	0	0	0	1	0	0	0	0	0	0	P F P P
QUICK NEUROLOGICAL SCREENING TEST Hand Skill (Writing) (ATP)	2	1	2	0	1	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	0	1	0	1	1	1	0	0	0	1	0	0	0	0	0	0	P F P P
QUICK NEUROLOGICAL SCREENING TEST Thumb and Finger Circles (ATP)	2	1	2	0	1	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	0	1	0	1	1	1	0	0	0	1	0	0	0	0	0	0	P G P P
QUICK SCREENING SCALE OF MENTAL DEVELOPMENT Manual Performance (PA)	1	1	2	0	0	0	0	0	1	0	1	1	0	0	0	0	1	1	2	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	P P P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION		INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent / Factorial	Experimental / Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm. Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-2	0-3	0-1	0-3	0-2	[illegible]
ROSNER PERCEPTUAL SURVEY Rosner-Richman Perceptual Survey Gesell Copy Form (LRDC)	0	0	2	0	0	0	0	0	2	0	1	1	0	0	0	0	1	1	1	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
ROSNER PERCEPTUAL SURVEY Rosner-Richman Perceptual Survey Rutgers Drawing Test (LRDC)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	0	0	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
RUTGERS DRAWING TEST - FORM B (ASS)	2	1	2	0	0	1	1	1	2	0	1	1	1	0	1	1	1	1	2	1	1	1	0	0	0	0	1	0	1	0	0	0	0	0	0	0	P G P P
SCREENING TESTS TO BE USED BY THE CLASSROOM TEACHER Wold Digit-Symbol Test (ATP)	0	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P G P P
SCREENING TESTS TO BE USED BY THE CLASSROOM TEACHER Wold Visuo-Motor Test (ATP)	0	0	2	0	0	0	0	0	2	0	0	0	0	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
SLINGERLAND SCREENING TESTS FOR IDENTIFYING CHILDREN WITH SPECIFIC LANGUAGE DISABILITY - FORM B Copying - Chart (EPS)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	2	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
SLINGERLAND SCREENING TESTS FOR IDENTIFYING CHILDREN WITH SPECIFIC LANGUAGE DISABILITY - FORM B Copying - Page (EPS)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	2	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
SLINGERLAND SCREENING TESTS FOR IDENTIFYING CHILDREN WITH SPECIFIC LANGUAGE DISABILITY - FORM B Copying Total (EPS)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	2	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
SLINGERLAND SCREENING TESTS FOR IDENTIFYING CHILDREN WITH SPECIFIC LANGUAGE DISABILITY - FORM C Copying - Chart (EPS)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	2	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
SLINGERLAND SCREENING TESTS FOR IDENTIFYING CHILDREN WITH SPECIFIC LANGUAGE DISABILITY - FORM C Copying - Page (EPS)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	2	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
SLINGERLAND SCREENING TESTS FOR IDENTIFYING CHILDREN WITH SPECIFIC LANGUAGE DISABILITY - FORM C Copying Total (EPS)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	2	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
SLOSSON DRAWING COORDINATION TEST FOR CHILDREN AND ADULTS (SEP)	2	1	2	0	0	0	0	1	2	0	1	0	1	0	0	1	1	1	2	2	1	1	0	0	0	1	0	0	1	1	0	0	0	0	0	0	P F P P
SOUTHERN CALIFORNIA SENSORY INTEGRATION TESTS Design Copying (WPS)	1	0	2	0	0	0	0	0	2	0	1	1	1	1	0	0	1	1	2	0	0	1	1	0	0	1	[illegible]	0	0	0	0	0	0	0	0	1	P F P P
SOUTHERN CALIFORNIA SENSORY INTEGRATION TESTS Motor Accuracy Less Accurate Hand, Accuracy Score (WPS)	1	1	2	0	0	0	0	0	2	0	1	0	0	1	1	1	1	1	2	0	0	1	1	0	0	1	0	0	0	0	0	0	0	0	0	1	P F P P
SOUTHERN CALIFORNIA SENSORY INTEGRATION TESTS Motor Accuracy Less Accurate Hand, Adjusted Score (WPS)	1	1	2	0	0	0	0	0	2	0	1	0	0	1	1	1	1	1	2	0	0	1	1	0	0	1	0	0	0	0	0	0	0	0	0	1	P F P P
SOUTHERN CALIFORNIA SENSORY INTEGRATION TESTS Motor Accuracy More Accurate Hand, Accuracy Score (WPS)	1	1	2	0	0	0	0	0	2	0	1	0	0	1	1	1	1	1	2	0	0	1	1	0	0	1	0	0	0	0	0	0	0	0	0	1	P F P P
SOUTHERN CALIFORNIA SENSORY INTEGRATION TESTS Motor Accuracy More Accurate Hand, Adjusted Score (WPS)	1	1	2	0	0	0	0	0	2	0	1	0	0	1	1	1	1	1	2	0	0	1	1	0	0	1	0	0	0	0	0	2	0	0	0	1	P F P P
STANDARD READING TESTS Copying Abstract Figures (ACER)	0	1	2	0	0	0	0	0	0	0	0	1	0	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
SYMBOL DIGIT MODALITIES TEST Written Score (WPS)	0	1	2	0	1	0	0	0	2	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	0	0	0	0	1	2	0	0	0	1	0	0	P G F P
VISUAL MOTOR GESTALT TEST (AOA)	2	1	2	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	0	0	0	1	0	0	1	0	0	0	0	0	0	P F P P
VISUAL RETENTION TEST (REVISED) Administration C Error Categories (PC)	0	0	2	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	0	1	1	0	1	0	0	0	0	1	0	0	0	0	0	0	0	P G P P
VISUAL RETENTION TEST (REVISED) Administration C Error Score (PC)	0	0	2	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	0	1	1	0	1	1	1	0	0	1	1	0	0	0	0	0	0	P G P P
VISUAL RETENTION TEST (REVISED) Administration C Number of Correct Reproductions (PC)	0	1	2	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	0	1	1	0	1	1	1	0	0	1	1	0	0	0	0	0	0	P G P P
WECHSLER INTELLIGENCE SCALE FOR CHILDREN - REVISED Coding (PC)	1	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	0	1	1	1	1	0	1	1	0	0	0	0	0	1	3	1	P G P P
WIDE RANGE INTELLIGENCE AND PERSONALITY TEST Coding (GAD)	1	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	0	0	2	2	1	1	1	0	0	1	0	0	1	0	0	0	0	1	1	1	P F P P
WIDE RANGE INTELLIGFNCE AND PERSONALITY TEST Motivation Factor (GAD)	0	1	1	0	0	0	0	0	1	0	1	1	1	0	1	1	0	0	2	2	1	1	1	0	0	1	0	0	1	1	0	0	0	0	0	0	P F F P
WIDE RANGE INTELLIGENCE AND PERSONALITY TEST Motor Factor (GAD)	0	1	1	0	0	0	0	0	1	0	1	1	0	1	1	1	0	[illegible]	[illegible]	2	1	1	1	0	0	1	0	0	1	1	0	0	0	1	0	0	P F F P
22B. Gross Motor Skills																																					
AAMD ADAPTIVE BEHAVIOR SCALE Physical Development (AAMD)	2	2	2	0	0	0	0	0	0	0	1	1	1	1	1	1	1	1	2	0	1	1	1	1	0	1	1	0	1	1	0	0	0	0	1	0	P F F P
BURKS' BEHAVIOR RATING SCALES Poor Coordination (AP)	2	1	1	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	0	1	1	1	1	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
DEVELOPMENTAL PROFILE Physical Age (PDP)	1	1	0	0	0	0	0	0	2	1	1	1	0	0	1	1	0	1	2	0	1	0	1	1	0	0	1	0	1	0	0	0	0	0	0	0	P F P P
DEVEREUX TEST OF EXTREMITY COORDINATION Perceptual Motor Activity (DFP)	2	0	2	0	0	0	0	0	2	0	1	1	0	0	1	0	1	1	2	0	1	1	2	0	0	0	1	0	1	2	0	0	0	0	3	0	P F F P
DEVEREUX TEST OF EXTREMITY COORDINATION Sequential Motor Ability (DFP)	2	0	1	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	1	0	0	0	1	0	1	2	0	0	0	0	3	0	P F P P
DEVEREUX TEST OF EXTREMITY COORDINATION Static Balance (DFP)	2	0	2	0	0	0	0	0	2	0	1	0	0	1	1	1	1	1	2	0	1	1	2	0	0	0	1	0	1	2	0	0	0	0	0	0	P F F P
DIAGNOSTIC READING TEST A Test of Laterality Establishing Hand and Foot Dominance (MPC)	0	0	0	0	0	0	0	0	2	0	1	0	0	0	0	1	1	1	2	0	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
FROSTIG MOVEMENT SKILLS TEST BATTERY Balance (CPP)	2	1	2	0	0	0	0	1	2	0	1	0	1	1	1	1	1	1	2	0	1	1	1	1	0	0	1	0	1	0	0	0	0	0	0	0	P G P P

ELEMENTARY GOAL / TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-F-P
FROSTIG MOVEMENT SKILLS TEST BATTERY Bean Bag Throw (CPP)	2	0	2	2	0	0	0	1	2	0	1	1	1	1	1	0	1	1	2	0	1	1	2	1	0	1	0	0	1	0	0	1	0	0	0	1	P G P P
FROSTIG MOVEMENT SKILLS TEST BATTERY Chair Push-Ups (CPP)	2	0	2	2	0	0	0	1	2	1	1	0	1	1	1	1	1	1	2	0	1	1	2	1	0	1	0	0	1	0	0	2	0	0	3	2	P G P P
FROSTIG MOVEMENT SKILLS TEST BATTERY Flexibility (CPP)	2	0	2	0	0	0	0	1	2	1	1	1	1	1	1	1	1	1	2	0	1	1	1	1	0	0	1	0	1	0	0	0	0	1	0	0	P G P P
FROSTIG MOVEMENT SKILLS TEST BATTERY One Foot Balance, Eyes Closed (CPP)	2	0	2	2	0	0	0	1	2	0	1	0	1	1	1	1	1	1	2	0	1	1	2	1	0	1	0	0	1	0	0	2	0	0	0	2	P G P P
FROSTIG MOVEMENT SKILLS TEST BATTERY One Foot Balance, Eyes Open (CPP)	2	0	2	2	0	0	0	1	2	0	1	0	1	1	1	1	1	1	2	0	1	1	2	1	0	1	0	0	1	0	0	2	0	0	0	1	P G P P
FROSTIG MOVEMENT SKILLS TEST BATTERY Sit-Ups (CPP)	2	0	2	2	0	0	0	1	2	1	1	0	1	1	1	1	1	1	2	0	1	1	2	1	0	1	0	0	1	0	0	2	0	0	0	1	P G P P
FROSTIG MOVEMENT SKILLS TEST BATTERY Sitting, Bending, Reaching (CPP)	2	0	2	2	0	0	0	1	2	1	1	1	1	1	1	1	1	1	2	0	1	1	2	1	0	1	0	0	1	0	0	2	0	1	3	1	P G P P
FROSTIG MOVEMENT SKILLS TEST BATTERY Strength (CPP)	2	1	1	0	0	0	0	1	2	0	1	0	1	1	1	1	1	1	2	0	1	1	1	1	0	0	1	0	1	0	0	0	0	0	0	0	P G P P
FROSTIG MOVEMENT SKILLS TEST BATTERY Visually Guided Movement (CPP)	2	0	2	0	0	0	0	1	2	0	1	1	1	1	1	0	1	1	2	0	1	1	1	1	0	0	1	0	1	0	0	0	0	0	0	0	P G P P
FROSTIG MOVEMENT SKILLS TEST BATTERY Walking Board (CPP)	2	0	2	2	0	0	0	1	2	1	1	0	1	1	1	1	1	1	2	0	1	1	2	1	0	1	0	0	1	0	0	1	0	0	0	0	P G P P
GESELL DEVELOPMENTAL KIT Right and Left Double Command (WPS)	0	1	2	0	1	0	0	0	1	1	1	1	0	0	1	1	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
GESELL DEVELOPMENTAL KIT Right and Left Right and Left Pictures, Motor Response (WPS)	0	1	2	0	0	0	0	0	2	1	1	0	0	0	1	1	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
GESELL DEVELOPMENTAL KIT Right and Left Single Commands (WPS)	0	1	2	0	0	0	0	0	1	0	1	1	0	0	1	1	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
HARRIS TEST OF LATERAL DOMINANCE Foot Dominance - Total (PC)	0	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
HARRIS TEST OF LATERAL DOMINANCE Hand Preferences (PC)	0	0	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
HARRIS TEST OF LATERAL DOMINANCE Strength of Grip (PC)	0	0	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
KAHN TEST OF SYMBOL ARRANGEMENT Arrangement Time (PTS)	1	0	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
KAHN TEST OF SYMBOL ARRANGEMENT Contact (PTS)	1	0	1	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evolutional				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test—Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-3	0-3	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-2	0-2	G-P
KAHN TEST OF SYMBOL ARRANGEMENT Position of Objects on Strip (PTS)	1	0	1	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
OSERETSKY TESTS OF MOTOR PROFICIENCY General Dynamic (AGS)	0	1	1	0	0	0	0	0	1	0	1	1	0	0	1	1	1	1	2	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
OSERETSKY TESTS OF MOTOR PROFICIENCY General Static (AGS)	0	0	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
OSERETSKY TESTS OF MOTOR PROFICIENCY Simultaneous Movements (AGS)	0	0	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
OSERETSKY TESTS OF MOTOR PROFICIENCY Synkinesis (AGS)	0	0	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
PRESCRIPTIVE TEACHING SERIES Motor Skills (PEI)	1	2	2	0	0	0	0	0	2	0	1	1	0	0	1	1	0	1	1	0	1	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
QUICK NEUROLOGICAL SCREENING TEST Arm and Leg Extension (ATP)	1	0	2	0	1	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	0	1	0	1	1	1	0	0	0	1	0	0	0	0	0	0	P G P P
QUICK NEUROLOGICAL SCREENING TEST Finger to Nose (ATP)	2	0	2	0	1	0	0	0	2	0	1	1	1	1	1	1	1	1	1	0	0	1	0	1	1	1	0	0	0	1	0	0	0	0	0	0	P F P P
QUICK NEUROLOGICAL SCREENING TEST Rapid Hand Movements (ATP)	2	0	2	0	1	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	0	1	0	1	1	1	0	0	0	1	0	0	0	0	0	0	P G P P
QUICK NEUROLOGICAL SCREENING TEST Stand and Skip (ATP)	1	1	2	0	1	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	0	1	0	1	1	1	0	0	0	1	0	0	0	0	0	0	P G P P
QUICK NEUROLOGICAL SCREENING TEST Tandem Walk (ATP)	1	0	2	0	1	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	0	1	0	1	1	1	0	0	0	1	0	0	0	0	0	0	P G P P
QUICK SCREENING SCALE OF MENTAL DEVELOPMENT Bodily Coordination (PA)	1	1	2	0	0	0	0	0	1	0	1	1	0	0	0	0	1	1	1	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	P P P P
ROSNER PERCEPTUAL SURVEY Optometric Subscales Pursuits (LRDC)	0	0	2	0	0	0	0	0	2	0	1	0	0	0	0	0	1	1	2	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
ROSNER PERCEPTUAL SURVEY Rosner-Richman Perceptual Survey Motor Skills (LRDC)	0	0	2	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	2	0	1	1	2	0	0	0	0	0	1	0	0	0	0	1	0	0	P F P P
ROSNER PERCEPTUAL SURVEY Rosner-Richman Perceptual Survey Rhythmic Hop and Tap (LRDC)	0	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P G P P
SOUTHERN CALIFORNIA SENSORY INTEGRATION TESTS Bilateral Motor Coordination (WPS)	1	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	0	1	0	0	[illegible]	1	0	0	0	0	0	0	0	0	0	1	P G P P
SOUTHERN CALIFORNIA SENSORY INTEGRATION TESTS Crossing Mid-Line of Body Crossed Items Only, Left Hand (WPS)	1	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	0	1	1	0	0	1	0	0	0	0	0	0	0	0	0	1	P G P P
SOUTHERN CALIFORNIA SENSORY INTEGRATION TESTS Crossing Mid-Line of Body Crossed Items Only, Right Hand (WPS)	1	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	0	1	1	0	0	1	0	0	0	0	0	0	0	0	0	1	P G P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPRE-HENSION			INSTRUC-TIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINI-STRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustrations & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-2	0-2	0-1	0-2	0-2	G-F-P
SOUTHERN CALIFORNIA SENSORY INTEGRATION TESTS Crossing Mid-Line of Body Crossed Items Only, Total (WPS)	1	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	0	1	1	0	0	1	0	0	0	0	0	0	0	0	0	1	P G P P
SOUTHERN CALIFORNIA SENSORY INTEGRATION TESTS Crossing Mid-Line of Body Left Hand (WPS)	1	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	0	1	1	0	0	1	0	0	0	0	0	0	0	0	0	1	P G P P
SOUTHERN CALIFORNIA SENSORY INTEGRATION TESTS Crossing Mid-Line of Body Right Hand (WPS)	1	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	0	1	1	0	0	1	0	0	0	0	0	0	0	0	0	1	P G P P
SOUTHERN CALIFORNIA SENSORY INTEGRATION TESTS Crossing Mid-Line of Body Total (WPS)	1	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	0	1	1	0	0	1	0	0	0	0	0	0	0	0	0	1	P G P P
SOUTHERN CALIFORNIA SENSORY INTEGRATION TESTS Imitation of Postures (WPS)	1	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	1	P G P P
SOUTHERN CALIFORNIA SENSORY INTEGRATION TESTS Kinesthesia Left Hand (WPS)	1	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	0	1	1	0	0	1	0	0	0	0	0	0	0	0	0	1	P F P P
SOUTHERN CALIFORNIA SENSORY INTEGRATION TESTS Kinesthesia Right Hand (WPS)	1	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	0	1	1	0	0	1	0	0	0	0	0	0	0	0	0	1	P F P P
SOUTHERN CALIFORNIA SENSORY INTEGRATION TESTS Kinesthesia Total (WPS)	1	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	0	1	1	0	0	1	0	0	0	0	0	0	0	0	0	1	P F P P
SOUTHERN CALIFORNIA SENSORY INTEGRATION TESTS Standing Balance: Eyes Closed Left (WPS)	1	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	0	1	2	0	0	1	0	0	0	0	0	0	0	0	0	1	P G P P
SOUTHERN CALIFORNIA SENSORY INTEGRATION TESTS Standing Balance: Eyes Closed Right (WPS)	1	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	0	1	2	0	0	1	0	0	0	0	0	0	0	0	0	1	P G P P
SOUTHERN CALIFORNIA SENSORY INTEGRATION TESTS Standing Balance: Eyes Closed Total (WPS)	1	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	0	1	2	0	0	1	0	0	0	0	0	0	0	0	0	[illegible]	P G P P
SOUTHERN CALIFORNIA SENSORY INTEGRATION TESTS Standing Balance: Eyes Open Left (WPS)	1	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	0	1	2	0	0	1	0	0	0	0	0	0	0	0	0	[illegible]	P G P P
SOUTHERN CALIFORNIA SENSORY INTEGRATION TESTS Standing Balance: Eyes Open Right (WPS)	1	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	0	1	2	0	0	1	0	0	0	0	0	0	0	0	0	1	P G P P
SOUTHERN CALIFORNIA SENSORY INTEGRATION TESTS Standing Balance: Eyes Open Total (WPS)	1	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	0	1	2	0	0	1	0	0	0	0	0	0	0	0	0	1	P G P P
SYMPTOMATOLOGY AND IDENTIFICATION OF A CHILD WITH LEARNING DISABILITIES Coordination (PI)	0	1	2	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
PHYSICAL EDUCATION AND HEALTH EDUCATION																																					
24. SPORTS SKILLS																																					

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evolutional				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustrations & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range	0-3	0-2	0-2	0-2	0-2	0-3	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-3	0-3	0-1	0-3	0-2	G-P
24A. Athletic Skills and Physical Conditioning																																					
BARCLAY CLASSROOM CLIMATE INVENTORY Energy-Activity (ESD)	0	0	1	0	0	0	0	0	1	0	0	0	0	0	0	1	1	1	1	0	1	0	2	0	1	1	0	0	1	1	0	0	0	0	0	0	P P P P
BURKS' BEHAVIOR RATING SCALES Poor Physical Strength (AP)	2	0	1	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	1	0	1	1	1	1	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
CAHPER FITNESS-PERFORMANCE TEST MANUAL FOR BOYS AND GIRLS 7 TO 17 YEARS OF AGE Flexed ARM HANG (CAHPER)	1	0	2	0	0	0	0	1	2	2	1	0	1	0	1	1	1	1	2	0	1	1	2	1	1	0	1	0	1	2	0	0	0	0	1	1	P G F P
CAHPER FITNESS-PERFORMANCE TEST MANUAL FOR BOYS AND GIRLS 7 TO 17 YEARS OF AGE One Minute Speed Sit-Up (CAHPER)	1	0	2	0	0	0	0	1	2	2	1	0	1	0	1	1	1	1	2	0	1	1	2	1	1	0	1	0	1	2	0	0	0	0	1	1	P G F P
CAHPER FITNESS-PERFORMANCE TEST MANUAL FOR BOYS AND GIRLS 7 TO 17 YEARS OF AGE Shuttle Run (CAHPER)	1	0	2	0	0	0	0	1	2	2	1	0	1	1	1	1	1	1	2	0	1	1	2	1	1	0	1	0	1	2	0	0	0	0	3	1	P G F P
CAHPER FITNESS-PERFORMANCE TEST MANUAL FOR BOYS AND GIRLS 7 TO 17 YEARS OF AGE Standing Broad Jump (CAHPER)	1	0	2	0	0	0	0	1	2	2	1	0	1	1	1	1	1	1	2	0	1	1	2	1	1	0	1	0	1	2	0	0	0	0	3	1	P G F P
CAHPER FITNESS-PERFORMANCE TEST MANUAL FOR BOYS AND GIRLS 7 TO 17 YEARS OF AGE 300 YARD RUN (CAHPER)	1	0	2	0	0	0	0	1	2	2	1	0	1	0	1	1	1	1	2	0	1	1	2	1	1	0	1	0	1	2	0	0	0	0	3	1	P G F P
CAHPER FITNESS-PERFORMANCE TEST MANUAL FOR BOYS AND GIRLS 7 TO 17 YEARS OF AGE 50 Yard Run (CAHPER)	1	0	2	0	0	0	0	1	2	2	1	0	1	0	1	1	1	1	2	0	1	1	2	1	1	0	1	0	1	2	0	0	0	0	3	1	P G F P
DETROIT ADJUSTMENT INVENTORY - DELTA FORM Self - Status (BMC)	0	0	1	0	0	0	0	0	1	0	1	1	0	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
FROSTIG MOVEMENT SKILLS TEST BATTERY Changing Body Position (CPP)	2	0	2	2	0	0	0	1	2	1	1	0	1	1	1	1	1	1	2	0	1	1	2	1	0	1	0	0	1	0	0	1	0	0	3	2	P G P P
FROSTIG MOVEMENT SKILLS TEST BATTERY Shuttle Run (CPP)	2	0	2	2	0	0	0	1	2	1	1	0	1	1	1	1	1	1	2	0	1	1	2	1	0	1	0	0	1	0	0	2	0	0	3	2	P G P P
FROSTIG MOVEMENT SKILLS TEST BATTERY Standing Broad Jump (CPP)	2	0	2	2	0	0	0	1	2	1	1	1	1	1	1	1	1	1	2	0	1	1	2	1	0	1	0	0	1	0	0	2	0	1	3	0	P G P P
SYMTOMATOLOGY AND IDENTIFICATION OF A CHILD WITH LEARNING DISABILITIES Physical Characteristics (PI)	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
24B. Sports Knowledge																																					
AAHPER COOPERATIVE PHYSICAL EDUCATION TEST - FORM 4A (ETS)	3	0	1	0	0	1	0	1	2	2	1	1	1	1	1	1	1	0	2	2	1	0	2	1	1	0	0	0	1	1	0	2	2	1	3	1	P G F F
25. VALUING PHYSICAL EDUCATION																																					
25A. Sportsmanship																																					

ELEMENTARY GOAL / TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evolutional				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test-Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-2	0-2	0-1	0-2	0-2	G-A
25B. Sports Enjoyment and Participation																																					
WHAT I LIKE TO DO Active Play (SRA)	1	1	1	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	0	2	1	1	0	0	1	1	2	0	2	0	1	1	1	P G F P
26. HEALTH HABITS AND UNDERSTANDING																																					
GRAY-VOTAW-ROGERS GENERAL ACHIEVEMENT TEST - INTERMEDIATE Health and Safety (SV)	0	1	2	0	0	0	0	1	0	0	1	1	1	1	1	1	1	0	2	2	1	1	2	1	1	0	1	0	1	0	0	2	0	0	2	1	P F F P
NATIONAL ACHIEVEMENT TESTS - INTERMEDIATE BATTERY Competence in Social Studies, Science, Health and Safety (PA)	0	1	0	0	0	0	0	1	1	0	1	0	1	1	0	1	1	0	0	2	1	1	1	0	1	1	0	0	1	0	0	0	0	1	0	0	P P F P
26A. Health and Safety Behavior and Attitudes																																					
AAMD ADAPTIVE BEHAVIOR SCALE Domestic Activity (AAMD)	2	1	1	0	0	0	0	0	0	0	1	1	1	1	1	1	1	1	2	0	1	1	1	1	0	1	1	0	1	1	0	0	0	0	0	0	P F F P
AAMD ADAPTIVE BEHAVIOR SCALE Independent Functioning (AAMD)	2	2	2	0	0	0	0	0	1	0	1	1	1	[illegible]	1	1	1	1	2	0	1	1	1	1	0	1	1	0	1	1	0	0	0	0	3	0	P F F P
BRISTOL SOCIAL-ADJUSTMENT GUIDES - THE CHILD IN RESIDENTIAL CARE Physical Conditions (NFER)	0	1	1	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
BRISTOL SOCIAL-ADJUSTMENT GUIDES - THE CHILD IN THE FAMILY Stress Symptoms Somatic Conditions (NFER)	0	0	1	0	0	0	0	0	0	0	1	1	1	0	1	1	1	1	2	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
CHILD BEHAVIOR RATING SCALE Physical Adjustment (WPS)	2	0	1	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	1	1	0	0	0	0	1	1	0	0	0	0	0	1	P F P P
DETROIT ADJUSTMENT INVENTORY - DELTA FORM Home - Status (BMC)	0	0	1	0	0	0	0	0	1	0	1	1	0	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
DETROIT ADJUSTMENT INVENTORY - DELTA FORM Self - Social (BMC)	0	0	1	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
HEALTH BEHAVIOR INVENTORY (CTB)	2	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	0	0	1	1	1	0	0	0	0	0	0	P G F P
PERSONALITY RATING SCALE Neatness (ETSA)	1	0	2	0	0	0	0	1	2	0	1	1	1	1	1	1	0	1	0	2	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
26B. Knowledge of Health Factors																																					
NATIONAL ACHIEVEMENT TESTS - HEALTH AND SAFETY EDUCATION TEST FOR GRADES 3-6 Application of Health and Safety Rules (PA)	0	1	1	0	0	0	0	1	1	0	0	1	1	1	1	1	0	1	2	2	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
NATIONAL ACHIEVEMENT TESTS - HEALTH AND SAFETY EDUCATION TEST FOR GRADES 3-6 Cause and Effect in Relation to Health and Safety (PA)	0	2	2	0	0	0	0	1	1	0	0	1	1	1	1	1	0	1	2	2	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT					COMPREHENSION			INSTRUCTIONS			FORMAT					ADMINISTRATION					INTERPRETATION						RELIABILITY						
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational	CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustrations & Print	Item Coherence	POWER/SPEED TEST	RECORDING ANSWERS	Testing Group Size	Administrator	Time	EASE OF SCORING	QUALITY OF MANUAL	Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter	CAN DECISIONS BE MADE?	Test – Retest	Internal Consistency	Alternate Form	REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
Rating Range	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-3	0-3	0-1	0-3	0-2	[illegible]
NATIONAL ACHIEVEMENT TESTS - HEALTH AND SAFETY EDUCATION TEST FOR GRADES 3-6 Facts About Health and Safety (PA)	0	1	1	0	0	0	0	1	1	0	0	1	1	1	1	1	0	1	2	2	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
NATIONAL ACHIEVEMENT TESTS - HEALTH AND SAFETY EDUCATION TEST FOR GRADES 3-6 Good Health and Safety Habits (PA)	0	2	1	0	0	0	0	1	1	0	0	1	1	1	1	1	0	1	2	2	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
NATIONAL ACHIEVEMENT TESTS - HEALTH AND SAFETY EDUCATION TEST FOR GRADES 3-6 Total (PA)	0	2	2	0	0	0	0	1	1	0	0	1	1	1	1	1	0	1	2	2	1	0	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
NATIONAL ACHIEVEMENT TESTS FOR GRADES 3-8 Health Test (PA)	0	2	1	0	0	0	0	1	0	0	0	1	1	0	0	0	1	1	2	2	1	0	1	0	0	1	0	0	1	0	0	0	0	0	0	0	P P P P
16C. Knowledge of Life Functions																																					
ROSNER PERCEPTUAL SURVEY Rosner-Richman Perceptual Survey Identification of Body Parts (LRDC)	0	0	2	0	0	0	0	0	0	0	0	1	1	0	1	1	1	1	2	0	1	1	2	0	0	0	0	0	1	0	0	0	0	1	0	0	P F P P
16D. Knowledge of Human Sexuality																																					
17. UNDERSTANDING HAZARDS AND DISEASES																																					
17A. Knowledge of Safety Precautions																																					
17B. Knowledge of Habit-Forming Substances																																					
17C. Knowledge of Diseases and Disability																																					
READING																																					
5A. READING READINESS SKILLS																																					
PUPIL RATING SCALE (SCREENING FOR LEARNING DISABILITIES) Total Scale Score (GS)	1	1	1	0	2	1	0	0	2	0	1	1	0	0	1	1	1	1	1	0	1	1	2	1	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
STANFORD ACHIEVEMENT TEST - PRIMARY LEVEL II Basic Battery (HBJ)	3	1	0	0	0	0	0	1	1	2	1	1	0	1	1	0	1	0	2	2	1	0	2	1	1	1	0	1	1	2	0	0	0	1	3	2	P F G P
STANFORD ACHIEVEMENT TEST - PRIMARY LEVEL II Complete Battery (HBJ)	3	1	0	0	0	0	0	1	1	2	1	1	0	1	1	0	1	0	2	2	1	0	2	1	1	1	0	1	1	2	0	0	0	1	3	2	P F G P
STANFORD ACHIEVEMENT TEST - PRIMARY LEVEL II Word Study Skills (HBJ)	3	1	2	0	0	0	0	1	2	1	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	1	1	2	0	3	0	1	1	2	P G G P
STANFORD ACHIEVEMENT TEST - PRIMARY LEVEL III Word Study Skills (HBJ)	3	0	2	0	0	0	0	1	2	2	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	1	1	2	0	3	0	1	1	2	P G G P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-3	0-3	0-1	0-2	0-2	G-P
28A. Listening																																					
BUTEL READING INVENTORY Word Opposites Test - Listening (FPC)	2	1	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	1	2	1	1	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P G F P
CLASSROOM READING INVENTORY Hearing Capacity Level (WCB)	1	1	1	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	0	1	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
COMPOSITE AUDITORY PERCEPTION TEST Marking Errors (ACSD)	1	0	2	0	0	0	0	1	2	0	1	1	1	1	1	0	1	1	2	2	1	0	2	1	0	0	0	0	1	1	0	0	0	0	0	0	P G F P
COMPOSITE AUDITORY PERCEPTION TEST Part 1 Discriminating Competing Messages with Dissimilar Voices (ACSD)	1	1	1	0	0	0	0	1	0	0	1	1	1	1	1	0	1	1	2	2	1	0	2	1	0	0	0	0	1	1	0	0	0	0	0	0	P F F P
COMPOSITE AUDITORY PERCEPTION TEST Part 1 Discriminating Competing Messages with Similar Voices (ACSD)	1	1	1	0	0	0	0	1	0	0	1	1	1	1	1	0	1	1	2	2	1	0	2	1	0	0	0	0	1	1	0	0	0	0	0	0	P F F P
COMPOSITE AUDITORY PERCEPTION TEST Part 1 Selective Listening (ACSD)	1	0	2	0	0	0	0	1	1	0	1	1	1	1	1	0	1	1	2	2	1	0	2	1	0	0	0	0	1	1	0	0	0	0	0	0	P F F P
COMPOSITE AUDITORY PERCEPTION TEST Part 1 Subtotal (ACSD)	2	1	1	0	0	0	0	1	0	0	1	1	1	1	1	0	1	1	2	2	1	0	2	1	0	0	0	0	1	1	0	0	0	0	0	0	P F F P
COMPOSITE AUDITORY PERCEPTION TEST Part 3 Discrimination of Linguistic Forms (ACSD)	1	0	2	0	0	0	0	1	0	0	1	1	1	1	1	0	1	1	2	2	1	0	2	1	0	0	0	0	1	1	0	0	0	0	0	0	P F F P
COMPOSITE AUDITORY PERCEPTION TEST Part 3 Discrimination of Verb Tense Forms (ACSD)	1	0	2	0	0	0	0	1	0	0	1	1	1	1	1	0	1	1	2	2	1	0	2	1	0	0	0	0	1	1	0	0	0	0	0	0	P F F P
COMPOSITE AUDITORY PERCEPTION TEST Total Perceptual Score (ACSD)	2	2	1	0	0	0	0	1	2	0	1	1	1	1	1	0	1	1	2	2	1	0	2	1	0	0	0	0	1	1	0	0	0	0	0	0	P G F P
DETROIT TEST OF LEARNING APTITUDE Oral Commissions (BMC)	0	1	2	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	2	0	0	1	1	1	1	0	1	0	0	0	0	0	0	0	0	2	P F P P
DETROIT TEST OF LEARNING APTITUDE Oral Directions (BMC)	0	0	1	0	0	0	0	0	0	0	0	1	1	0	0	0	1	1	1	0	0	1	1	1	1	0	1	0	0	0	0	0	0	0	0	2	P P P P
DEVEREUX ELEMENTARY SCHOOL BEHAVIOR RATING SCALE Comprehension (DFP)	1	0	1	0	0	0	0	0	2	0	1	1	0	0	0	1	0	1	1	0	1	1	0	1	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
DEVEREUX ELEMENTARY SCHOOL BEHAVIOR RATING SCALE Inattentive-Withdrawn (DFP)	1	0	1	0	0	0	0	0	2	0	1	1	0	0	0	1	0	1	1	0	1	1	0	1	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
DIAGNOSTIC READING SCALES Reading Passages Potential Level (CTB)	1	1	2	0	0	1	0	0	2	0	1	1	0	0	1	1	1	1	2	0	0	1	0	0	0	1	0	0	1	1	2	0	0	0	0	0	P F P P
DIAGNOSTIC READING TEST Inventory of Basic Auditory Skills Fusion of Separated Sounds into Meaningful Units (MPC)	0	0	2	0	0	0	0	0	1	0	1	0	0	0	0	1	1	1	2	0	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
DIAGNOSTIC READING TEST Inventory of Basic Auditory Skills Repeating Nonsense Syllables (Imitating the Examiner) (MPC)	0	0	2	0	0	0	0	0	1	0	1	0	0	0	0	1	1	1	2	0	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent / Factorial	Experimental / Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
DIAGNOSTIC READING TEST Inventory of Basic Auditory Skills Repeating Numbers and Letters (MPC)	0	0	2	0	0	0	0	0	2	0	1	0	0	0	0	1	1	1	2	0	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DIAGNOSTIC TEST OF SPEECH READING (FOR DEAF) Phrases (GS)	1	1	2	0	2	0	0	0	2	0	1	1	1	1	1	0	1	1	2	0	0	1	2	1	1	0	0	0	0	1	0	0	0	1	1	1	P F P P
DIAGNOSTIC TEST OF SPEECH READING (FOR DEAF) Phrases and Sentences (GS)	1	1	2	0	2	0	0	0	2	0	1	1	1	1	1	0	1	1	2	0	0	1	2	1	1	0	0	0	0	1	0	0	0	1	1	1	P F P P
DIAGNOSTIC TEST OF SPEECH READING (FOR DEAF) Sentences (GS)	1	1	2	0	2	0	0	0	2	0	1	1	1	1	1	0	1	1	2	0	0	1	2	1	1	0	0	0	0	1	0	0	0	1	1	1	P F P P
DIAGNOSTIC TEST OF SPEECH READING (FOR DEAF) Total Score (GS)	1	1	2	0	2	0	0	0	2	0	1	1	1	1	1	0	1	1	2	0	0	1	2	1	1	0	0	0	0	1	0	0	0	1	1	1	P F P P
DIAGNOSTIC TEST OF SPEECH READING (FOR DEAF) Words (GS)	1	1	2	0	2	0	0	0	2	0	1	1	1	1	1	0	1	1	2	0	0	1	2	1	1	0	0	0	0	1	0	0	0	1	1	1	P F P P
DURRELL LISTENING - READING SERIES: INTERMEDIATE LEVEL Listening Test Paragraphs (HBJ)	3	2	2	0	0	1	0	1	1	0	1	1	1	1	1	1	0	1	1	2	1	1	2	1	1	1	0	1	1	2	0	2	0	0	3	2	F F G P
FLOWERS AUDITORY TEST OF SELECTIVE ATTENTION (PLS)	0	0	2	0	0	0	0	1	1	0	0	1	1	1	1	0	1	1	2	2	1	1	2	0	1	0	1	0	1	1	0	0	0	1	0	0	P F F P
FLOWERS-COSTELLO TESTS OF CENTRAL AUDITORY ABILITIES (PLS)	1	1	2	0	1	0	0	1	0	0	1	1	1	1	0	0	1	1	2	0	1	1	2	1	1	0	1	0	0	1	0	1	0	1	0	0	P F F P
GATES-McKILLOP READING DIAGNOSTIC TESTS Supplementary Tests Oral Vocabulary (TCP)	0	0	2	0	0	0	0	0	1	0	1	1	1	1	1	1	1	1	2	0	1	1	0	0	0	0	1	0	1	0	0	0	0	0	0	0	P F P P
PROGRESSIVE ACHIEVEMENT TESTS, LISTENING COMPREHENSION - PART 1 (NZCER)	2	2	2	0	0	0	0	1	2	2	1	1	1	1	1	1	1	0	2	2	1	0	2	1	0	0	1	0	1	2	0	2	2	1	0	1	P G F P
PROGRESSIVE ACHIEVEMENT TESTS, LISTENING COMPREHENSION - PART 2 (NZCER)	2	2	2	0	0	1	0	1	2	2	1	1	1	1	1	1	1	0	2	2	1	0	2	1	0	0	1	0	1	2	0	2	2	1	0	1	P G F P
PROGRESSIVE ACHIEVEMENT TESTS, LISTENING COMPREHENSION - PART 3 (NZCER)	2	2	2	0	0	1	0	1	2	2	1	1	1	1	1	1	1	0	2	2	1	0	2	1	0	0	1	0	1	2	0	2	2	1	0	1	P G F P
PUBLIC SCHOOL PRIMARY INTELLIGENCE TEST Memory Auditory Information (BMC)	0	0	2	0	0	0	0	0	1	0	1	1	1	0	0	0	1	1	2	2	1	1	1	0	1	1	0	0	1	1	0	0	0	0	0	2	P F F P
PUPIL RATING SCALE (SCREENING FOR LEARNING DISABILITIES) Auditory Comprehension (GS)	1	2	2	0	2	1	0	0	2	0	1	1	0	0	1	1	1	1	1	0	1	1	2	1	0	0	0	0	1	0	0	0	0	0	0	0	F F P P
STANFORD ACHIEVEMENT TEST - INTERMEDIATE LEVEL I Listening Comprehension (HBJ)	3	2	2	0	0	0	0	1	2	1	1	1	1	1	1	1	1	1	1	2	1	1	2	1	1	1	0	1	1	2	0	0	0	1	3	2	P G G P
STANFORD ACHIEVEMENT TEST - INTERMEDIATE LEVEL I Total Auditory (HBJ)	3	2	1	0	0	0	0	1	1	2	1	1	1	1	1	1	1	1	1	2	1	0	2	1	1	1	0	1	1	2	0	0	0	1	3	2	P G G P
STANFORD ACHIEVEMENT TEST - PRIMARY LEVEL II Listening Comprehension (HBJ)	3	2	2	0	0	0	0	1	1	1	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	1	1	2	0	2	0	1	2	2	P G G P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluations				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-3	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-3	0-3	0-1	0-3	0-2	[illegible]
STANFORD ACHIEVEMENT TEST - PRIMARY LEVEL II Total Auditory (HBJ)	3	2	1	0	0	0	0	1	2	1	1	1	1	1	1	1	1	1	2	2	1	0	2	1	1	1	0	1	1	2	0	1	0	1	3	2	P G G P
STANFORD ACHIEVEMENT TEST - PRIMARY LEVEL III Listening Comprehension (HBJ)	3	1	2	0	0	0	0	1	1	2	1	1	1	1	0	1	1	1	2	2	1	1	2	1	1	1	0	1	1	2	0	2	0	1	3	2	P G G F
STANFORD ACHIEVEMENT TEST - PRIMARY LEVEL III Total Auditory (HBJ)	3	1	1	0	0	0	0	1	1	2	1	1	1	1	0	1	1	1	2	2	1	0	2	1	1	1	0	1	1	2	0	2	0	1	3	2	P G G F
28B. Speaking																																					
AAMD ADAPTIVE BEHAVIOR SCALE Language Development (AAMD)	2	2	2	0	0	0	0	0	1	0	1	1	1	1	1	1	1	1	2	0	1	1	1	1	0	1	1	0	1	1	0	0	0	0	1	1	P F F P
ARIZONA ARTICULATION PROFICIENTY SCALE: REVISED (WPS)	2	0	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	0	1	0	1	0	0	1	0	1	0	0	0	0	0	0	0	P F P P
DEEP TEST OF ARTICULATION: PICTURE FORM (SH)	2	0	2	0	0	0	0	0	0	0	1	1	1	1	1	1	1	1	2	0	0	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	P F P P
DEEP TEST OF ARTICULATION: SENTENCE FORM (SH)	2	0	2	0	0	0	0	0	0	0	1	1	1	0	1	1	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
DEVELOPMENTAL ARTICULATION TEST (SM)	0	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DEVEREUX ELEMENTARY SCHOOL BEHAVIOR RATING SCALE Creative Initiative (DFP)	1	1	1	0	0	0	0	0	2	0	1	1	0	0	0	1	0	1	1	0	1	1	0	1	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
ENGLISH PHONEMIC UNIT PRODUCTION TEST (REVISED) (RVS)	0	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P G P P
EVALUATION OF SOUNDS (CCT)	0	0	2	0	0	0	0	0	1	0	1	1	0	0	1	1	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
FISHER-LOGEMANN TEST OF ARTICULATION COMPETENCE Screening Form of the Picture Test (HMC)	3	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
GESELL DEVELOPMENTAL KIT Visual Three Projections (WPS)	0	0	1	0	1	0	0	0	1	0	1	1	0	0	1	1	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
GOLDMAN-FRISTOE TEST OF ARTICULATION Sounds in Sentences (AGS)	1	1	1	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	0	0	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	P F P P
GOLDMAN-FRISTOE TEST OF ARTICULATION Sounds-In-Words Subtest (AGS)	3	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	0	1	0	1	1	1	1	0	0	1	0	0	0	0	0	2	P F P P
ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES, REVISED Grammatic Closure (WPS)	1	0	2	1	1	1	0	0	2	0	1	1	0	1	1	1	1	1	2	0	0	1	0	1	0	1	0	0	0	1	2	1	0	0	0	2	P F P P
LANGUAGE FACILITY TEST (AC)	1	1	2	0	0	0	0	0	1	0	1	1	0	0	1	0	1	1	2	0	1	1	0	1	1	1	1	0	1	0	2	0	0	0	3	2	P F P P

ELEMENTARY GOAL / TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADUATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-2	0-2	0-1	0-2	0-2	G-F-P
OHIO TESTS OF ARTICULATION AND PERCEPTION OF SOUNDS Imitated Sounds in Nonsense Words (SH)	3	0	2	0	1	0	0	0	1	0	1	1	0	1	1	1	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
OHIO TESTS OF ARTICULATION AND PERCEPTION OF SOUNDS Intrapersonal Comparator Perception of Sounds (SH)	3	0	2	0	1	0	0	0	1	0	1	1	0	1	1	1	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
OHIO TESTS OF ARTICULATION AND PERCEPTION OF SOUNDS Intrapersonal Identification of Sounds (SH)	3	0	2	0	1	0	0	0	1	0	1	1	0	1	1	1	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
OHIO TESTS OF ARTICULATION AND PERCEPTION OF SOUNDS Sounds in Nonsense Words in Context (SH)	3	0	2	0	1	0	0	0	1	0	1	1	0	1	1	1	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
OHIO TESTS OF ARTICULATION AND PERCEPTION OF SOUNDS Sounds in Phrases (SH)	3	0	2	0	1	0	0	0	1	0	1	1	0	1	1	1	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
OHIO TESTS OF ARTICULATION AND PERCEPTION OF SOUNDS Sounds in Words (SH)	3	0	2	0	1	0	0	0	1	0	1	1	0	1	1	1	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
PUPIL RATING SCALE (SCREENING FOR LEARNING DISABILITIES) Spoken Language (GS)	1	1	2	0	2	1	0	0	2	0	1	1	0	0	1	1	1	1	1	0	1	1	2	1	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
ROSNER PERCEPTUAL SURVEY Rosner-Richman Perceptual Survey Word Repetition (LRDC)	0	0	2	0	0	0	0	0	2	0	0	1	1	1	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
SCREENING DEEP TEST OF ARTICULATION (SH)	1	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P G P P
SCREENING SPEECH ARTICULATION TEST (CRA)	1	0	2	0	0	0	0	0	2	0	1	0	0	0	1	0	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
SLINGERLAND SCREENING TESTS FOR IDENTIFYING CHILDREN WITH SPECIFIC LANGUAGE DISABILITY - FORM B Individual Auditory Testing (EPS)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
SLINGERLAND SCREENING TESTS FOR IDENTIFYING CHILDREN WITH SPECIFIC LANGUAGE DISABILITY - FORM C Individual Auditory Testing (EPS)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
STANDARD READING INVENTORY SRI Check List of Reading Habits Speech Defects (BERS)	0	0	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
SYMPTOMATOLOGY AND IDENTIFICATION OF A CHILD WITH LEARNING DISABILITIES Disorders of Speech and Hearing (PI)	0	0	1	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
WEINDER-FENSCH SPEECH SCREENING TEST (PA)	0	0	2	0	0	0	0	0	2	0	1	1	0	0	0	0	1	1	2	0	1	1	0	0	1	0	0	0	1	0	0	0	0	0	0	0	P F P P
28C. Word Attack Skills																																					
BASIC EDUCATIONAL SKILLS INVENTORY, READING - LEVEL B Auditory Blending of Words (Sound Only) (SEI)	0	0	2	0	0	0	0	0	1	0	1	1	1	1	1	1	1	1	2	0	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
BASIC EDUCATIONAL SKILLS INVENTORY, READING - LEVEL B Beginning and Ending Word Patterns (SEI)	0	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P G P P

ELEMENTARY GOAL

TEST NAME

	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPRE-HENSION		INSTRUC-TIONS			FORMAT				POWER/SPEED TEST	RECORDING ANSWERS	ADMINI-STRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			ALTERABILITY	RANGE OF COVERAGE	SCORE GRADATION	TOTAL LETTER GRADES
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	F-A
BASIC EDUCATIONAL SKILLS INVENTORY, READING - LEVEL B Blending Phonetic Elements (SEI)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
BASIC EDUCATIONAL SKILLS INVENTORY, READING - LEVEL B Blending Printed Words (SEI)	0	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P G P P
BASIC EDUCATIONAL SKILLS INVENTORY, READING - LEVEL B Double Vowels and Diphthongs (SEI)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
BASIC EDUCATIONAL SKILLS INVENTORY, READING - LEVEL B Final Consonant Blends and Digraphs (Pictorial) (SEI)	0	0	2	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	1	1	2	0	0	1	0	0	1	0	0	0	0	0	0	1	P F P P
BASIC EDUCATIONAL SKILLS INVENTORY, READING - LEVEL B Final Consonant Sounds (SEI)	0	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P G P P
BASIC EDUCATIONAL SKILLS INVENTORY, READING - LEVEL B Hard and Soft Sounds (SEI)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
BASIC EDUCATIONAL SKILLS INVENTORY, READING - LEVEL B Initial Consonant Blends and Digraph Sounds (SEI)	0	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P G P P
BASIC EDUCATIONAL SKILLS INVENTORY, READING - LEVEL B Initial Consonant Blends and Digraph Sounds (Pictorial) (SEI)	0	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P G P P
BASIC EDUCATIONAL SKILLS INVENTORY, READING - LEVEL B Initial Consonant Sounds (SEI)	0	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P G P P
BASIC EDUCATIONAL SKILLS INVENTORY, READING - LEVEL B Initial Vowel Sounds (SEI)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
BASIC EDUCATIONAL SKILLS INVENTORY, READING - LEVEL B Medial Vowel Sounds (SEI)	0	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P G P P
BASIC EDUCATIONAL SKILLS INVENTORY, READING - LEVEL B Prefixes (SEI)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
BASIC EDUCATIONAL SKILLS INVENTORY, READING - LEVEL B Prefixes-Suffixes (SEI)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
BASIC EDUCATIONAL SKILLS INVENTORY, READING - LEVEL B Sounds of Printed Letter Blends and Digraphs (SEI)	0	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P G P P
BASIC EDUCATIONAL SKILLS INVENTORY, READING - LEVEL B Sounds of Printed Letters (Vowels and Consonants) (SEI)	0	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P G P P
BASIC EDUCATIONAL SKILLS INVENTORY, READING - LEVEL B Suffixes (SEI)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
BASIC EDUCATIONAL SKILLS INVENTORY, READING - LEVEL B Syllabification (SEI)	0	1	2	0	0	[illegible]	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
BOTEL READING INVENTORY Phonics Mastery Test (FPC)	0	1	2	0	0	0	0	1	2	0	1	1	1	0	1	1	0	1	1	2	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Treatment				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Cohesiveness			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	[illegible]
BURNETT READING SERIES SURVEY TEST - INTERMEDIATE Word Identification (STS)	2	1	2	0	0	0	0	1	1	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	0	1	1	0	0	0	0	3	2	P G F P
BURNETT READING SERIES SURVEY TEST - PRIMARY II Word Identification (STS)	2	1	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	0	1	1	0	0	0	0	1	2	P G F P
CANADIAN TESTS OF BASIC SKILLS - LEVEL 8 Word Analysis (TNS)	3	2	2	0	0	0	0	1	2	1	1	1	1	0	1	1	1	1	2	2	1	1	2	1	1	1	0	0	1	1	0	0	0	0	2	2	P G F P
CLASSROOM READING INVENTORY Frustration Level (WCB)	1	2	1	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	0	1	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
COMPOSITE AUDITORY PERCEPTION TEST Part 2 Consonant Discrimination (ACSD)	1	0	2	0	0	0	0	1	0	0	1	1	1	1	1	0	1	1	2	2	1	0	2	1	0	0	0	0	1	1	0	0	0	0	0	0	P F F P
COMPOSITE AUDITORY PERCEPTION TEST Part 2 Speech Sound Analysis (ACSD)	1	0	2	[illegible]	0	0	0	1	0	0	1	1	1	1	1	0	1	1	2	2	1	0	2	1	0	0	0	0	1	1	0	0	0	0	0	0	P F F P
COMPOSITE AUDITORY PERCEPTION TEST Part 2 Subtotal (ACSD)	2	0	1	0	0	0	0	1	1	0	1	1	1	1	1	0	1	1	2	2	1	0	2	1	0	0	0	0	1	1	0	0	0	0	0	0	P F F P
COMPOSITE AUDITORY PERCEPTION TEST Part 2 Temporal Sequencing of Non-Related Speech Sounds (ACSD)	1	0	2	0	0	0	0	1	1	0	1	1	1	1	1	0	1	1	2	2	1	0	2	1	0	0	0	0	1	1	0	0	0	0	0	0	P F F P
COMPOSITE AUDITORY PERCEPTION TEST Part 3 Auditory Closure (ACSD)	1	0	2	0	0	0	0	1	0	0	1	1	1	1	1	0	1	1	2	2	1	0	2	1	0	0	0	0	1	1	0	0	0	0	0	0	P F F P
COMPOSITE AUDITORY PERCEPTION TEST Part 3 Auditory Synthesis (ACSD)	1	0	2	0	0	0	0	1	0	0	1	1	1	1	1	0	1	1	2	2	1	0	2	1	0	0	0	0	1	1	0	0	0	0	0	0	P F F P
COMPOSITE AUDITORY PERCEPTION TEST Part 3 Subtotal (ACSD)	2	1	1	0	0	0	0	1	0	0	1	1	1	1	1	0	1	1	2	2	1	0	2	1	0	0	0	0	1	1	0	0	0	0	0	0	P F F P
COMPOSITE AUDITORY PERCEPTION TEST Part 3 Syllable Recognition (ACSD)	1	0	2	0	[illegible]	0	0	1	2	0	1	1	1	1	1	0	1	1	2	2	1	0	2	1	0	0	0	0	1	1	0	0	0	0	0	0	P G F P
COOPERATIVE PRIMARY TESTS Word Analysis - Form 13 (ETS)	3	1	2	0	0	0	0	0	1	1	1	1	0	1	1	0	1	1	2	2	1	1	2	1	1	1	0	1	1	1	0	3	3	0	2	1	P F G F
DELAWARE COUNTY SILENT READING TEST OF LANGUAGE SKILLS #131 Structural Analysis (NAS)	0	0	1	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P G P P
DELAWARE COUNTY SILENT READING TEST OF LANGUAGE SKILLS #132 Structural Analysis (NAS)	0	0	1	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P G P P
DELAWARE COUNTY SILENT READING TEST OF LANGUAGE SKILLS #14 Structural Analysis (NAS)	0	1	1	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P G P P
DENVER PUBLIC SCHOOLS READING INVENTORY Oral Reading Selection Word Recognition Errors (DPS)	1	0	2	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	2	0	1	1	0	1	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
DENVER PUBLIC SCHOOLS READING INVENTORY Word Attack Errors (DPS)	1	2	2	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	2	0	1	1	0	1	0	0	0	0	1	1	0	0	0	0	0	0	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADUATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-3	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-F-P
DIAGNOSTIC READING SCALES Checklist of Reading Difficulties Sight-Word Vocabulary (CTB)	0	1	2	0	0	0	0	0	1	0	1	1	0	0	1	1	1	1	2	0	0	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DIAGNOSTIC READING SCALES Check List of Reading Difficulties Word Analysis Techniques (CTB)	0	1	2	0	0	0	0	0	1	0	1	1	0	0	1	1	1	1	2	0	0	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DIAGNOSTIC READING SCALES Supplementary Phonics Tests Blending (CTB)	1	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	0	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P G P P
DIAGNOSTIC READING SCALES Supplementary Phonics Tests Common Syllables or Phonograms (CTB)	1	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	0	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
DIAGNOSTIC READING SCALES Supplementary Phonics Tests Consonant Blends and Digraphs (CTB)	1	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	0	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
DIAGNOSTIC READING SCALES Supplementary Phonics Tests Consonant Sounds (CTB)	1	0	2	0	0	0	0	0	2	0	1	1	1	C	1	1	1	1	2	0	0	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
DIAGNOSTIC READING SCALES Supplementary Phonics Tests Initial Consonant Substitution (CTB)	1	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	0	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
DIAGNOSTIC READING SCALES Supplementary Phonics Tests Letter Sounds (CTB)	1	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	0	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
DIAGNOSTIC READING SCALES Supplementary Phonics Tests Vowel Sounds (CTB)	1	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	0	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P G P P
DIAGNOSTIC READING SCALES Word Analysis Check List Oral Reading Errors (CTB)	0	1	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	0	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DIAGNOSTIC READING SCALES Word Analysis Check List Word Recognition Errors (CTB)	0	1	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	0	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DIAGNOSTIC READING SCALES Word Recognition Lists (CTB)	1	1	2	0	0	2	0	0	2	0	1	1	0	0	1	1	1	1	2	0	0	1	1	0	1	1	0	0	1	1	0	0	0	0	0	0	P F P P
DIAGNOSTIC READING TEST Letter Recognition (Lower Case) (MPC)	0	0	2	0	0	0	0	0	2	0	1	0	0	0	0	1	1	1	2	0	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F F P
DIAGNOSTIC READING TEST Letter Recognition (Upper Case) (MPC)	0	0	2	0	0	0	0	0	2	0	1	0	0	0	0	1	1	1	2	0	1	1	1	1	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DIAGNOSTIC READING TEST Oral Word Recognition Ability (MPC)	0	1	2	0	0	0	0	0	2	0	1	0	0	0	0	1	1	1	2	0	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DIAGNOSTIC READING TEST Phonetic Skills Inventory (Consonant Blends) (MPC)	0	0	2	0	0	0	0	0	2	0	1	0	0	0	0	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DIAGNOSTIC READING TEST Phonetic Skills Inventory (Short Vowel Sounds) (MPC)	0	0	2	0	0	0	0	0	2	0	1	0	0	0	0	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DIAGNOSTIC READING TEST Phonetic Skills Inventory (Single Consonant Sounds) (MPC)	0	0	2	0	0	0	0	0	2	0	1	0	0	0	0	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	Gu.e
DIAGNOSTIC READING TESTS, SURVEY SECTION: K-4, BOOKLET III Total Score (CDRT)	0	1	1	0	0	0	0	0	1	0	1	0	0	1	1	1	1	1	2	2	1	1	2	0	1	0	0	0	1	0	0	0	0	0	1	1	P F F P
DIAGNOSTIC READING TESTS, SURVEY SECTION: K-4, BOOKLET III Word Recognition (CDRT)	0	1	2	0	0	0	0	0	1	0	1	0	0	1	1	1	1	1	2	2	1	1	2	0	1	0	0	0	1	0	0	0	0	0	1	1	P F F P
DIAGNOSTIC READING TESTS, SURVEY SECTION: LOWER LEVEL Word Recognition (CDRT)	1	1	2	0	0	0	0	1	1	0	0	0	1	1	0	1	1	1	2	2	1	1	2	0	1	1	0	0	1	0	0	0	0	0	3	2	P F F P
DOREN DIAGNOSTIC READING TEST OF WORD RECOGNITION Letter Recognition (AGS)	2	0	2	0	0	0	0	0	2	0	1	1	0	1	1	1	1	1	2	2	1	1	1	1	0	0	0	0	1	2	0	0	0	0	0	0	P F F P
DOREN DIAGNOSTIC READING TEST OF WORD RECOGNITION Rhyming (AGS)	2	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	0	0	0	0	1	2	0	0	0	0	0	0	P G F P
DOREN DIAGNOSTIC READING TEST OF WORD RECOGNITION Sight Words (AGS)	2	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	0	0	0	0	1	2	0	0	0	0	0	0	P G F P
DOREN DIAGNOSTIC READING TEST OF WORD RECOGNITION Speech Consonants (AGS)	2	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	0	0	0	0	1	2	0	0	0	0	0	0	P G F P
DOREN DIAGNOSTIC READING TEST OF WORD RECOGNITION Vowels (AGS)	2	1	2	0	0	0	0	0	1	0	1	1	1	1	1	1	1	1	1	2	1	1	2	1	0	0	0	0	1	2	0	0	0	0	0	0	P F F P
DOREN DIAGNOSTIC READING TEST OF WORD RECOGNITION Whole Word Recognition (AGS)	2	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	0	0	0	0	1	2	0	0	0	0	0	0	P G F P
DOREN DIAGNOSTIC READING TEST OF WORD RECOGNITION Words Within Words (AGS)	2	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	2	1	1	1	1	0	0	0	0	1	2	0	0	0	0	0	0	P G F P
DURRELL ANALYSIS OF READING DIFFICULTY Sounds - Hearing Sounds in Words - Primary (HBJ)	0	0	2	0	0	0	0	0	2	0	1	1	1	1	0	1	1	1	2	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DURRELL ANALYSIS OF READING DIFFICULTY Word Recognition and Word Analysis Analysis (HBJ)	0	0	0	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DURRELL ANALYSIS OF READING DIFFICULTY Word Recognition and Word Analysis Flash (HBJ)	0	1	1	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DURRELL ANALYSIS OF READING DIFFICULTY Word Recognition and Word Analysis Word Analysis - Check List of Difficulties (HBJ)	0	1	1	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DURRELL ANALYSIS OF READING DIFFICULTY Word Recognition and Word Analysis Word Recognition (Flash) - Check List of Difficulties (HBJ)	0	1	1	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
GATES-McKILLOP READING DIAGNOSTIC TESTS Auditory Blending (TCP)	0	0	2	0	0	0	0	0	2	0	0	1	1	1	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
GATES-McKILLOP READING DIAGNOSTIC TESTS Knowledge of Word Parts Giving Letter Sounds (TCP)	0	0	2	0	0	0	0	0	2	0	0	1	1	1	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
GATES-McKILLOP READING DIAGNOSTIC TESTS Knowledge of Word Parts Naming Capital Letters (TCP)	0	0	2	0	0	0	0	0	2	0	0	1	1	1	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test—Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-3	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-2	0-1	0-3	0-2	G.F.P.
GATES-McKILLOP READING DIAGNOSTIC TESTS Knowledge of Word Parts Naming Lower-Case Letters (TCP)	0	0	2	0	0	0	0	0	2	0	0	1	1	1	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
GATES-McKILLOP READING DIAGNOSTIC TESTS Knowledge of Word Parts Recognizing and Blending Common Word Parts (TCP)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	0	0	0	0	1	0	1	0	0	0	0	0	0	0	P F P P
GATES-McKILLOP READING DIAGNOSTIC TESTS Phrases: Flash Presentation (TCP)	0	0	2	0	0	0	0	0	2	0	1	1	1	0	0	0	1	1	2	0	1	1	0	0	0	0	1	0	1	0	0	0	0	0	0	0	P F P P
GATES-McKILLOP READING DIAGNOSTIC TESTS Recognizing the Visual Form of Sounds Final Letters (TCP)	0	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P G P P
GATES-McKILLOP READING DIAGNOSTIC TESTS Recognizing the Visual Form of Sounds Initial Letters (TCP)	0	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P G P P
GATES-McKILLOP READING DIAGNOSTIC TESTS Recognizing the Visual Form of Sounds Nonsense Words (TCP)	0	0	2	0	0	0	0	0	2	0	0	1	1	1	1	1	1	1	2	0	1	1	0	0	0	0	1	0	1	0	0	0	0	0	0	0	P F P P
GATES-McKILLOP READING DIAGNOSTIC TESTS Recognizing the Visual Form of Sounds Vowels (TCP)	0	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	1	1	2	0	0	0	1	0	1	0	0	0	0	0	0	0	P G P P
GATES-McKILLOP READING DIAGNOSTIC TESTS Supplementary Tests Syllabication (TCP)	0	0	2	0	0	0	0	0	2	0	0	1	1	1	1	1	1	1	2	0	1	1	0	0	0	0	1	0	1	0	0	0	0	0	0	0	P F P P
GATES-McKILLOP READING DIAGNOSTIC TESTS Words: Flash Presentation (TCP)	0	0	2	0	0	0	0	0	1	0	1	1	1	0	0	0	1	1	2	0	1	1	0	0	0	0	1	0	1	0	0	0	0	0	0	0	P F P P
GATES-McKILLOP READING DIAGNOSTIC TESTS Words: Untimed Presentation (TCP)	0	1	2	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	2	0	1	1	0	0	0	0	1	0	1	0	0	0	0	0	0	0	P F P P
ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES, REVISED Auditory Closure (WPS)	1	0	2	1	1	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	0	1	0	1	0	1	0	0	0	1	1	1	0	0	1	2	P G P P
ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES, REVISED Sound Blending (WPS)	1	0	1	1	1	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	0	1	1	1	0	1	0	0	0	1	1	2	0	0	0	2	P G P P
INDIVIDUAL READING TEST Word Reading Test (ACER)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
INFORMAL READING ASSESSMENT TESTS, TEST 3 Vocabulary (TNS)	0	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	2	1	1	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P G F P
INFORMAL READING ASSESSMENT TESTS, TEST 3 Word Attack Phonics (TNS)	0	1	1	0	0	0	0	0	2	0	1	1	0	1	1	1	1	1	2	2	1	1	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F F P
INFORMAL READING ASSESSMENT TESTS, TEST 4 Word Attack Phonics (TNS)	0	1	1	0	0	0	0	0	2	0	1	1	0	1	1	1	1	1	2	2	1	1	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F F P
INFORMAL READING ASSESSMENT TESTS, TEST 5 Word Attack Phonics (TNS)	0	1	1	0	0	0	0	0	2	0	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F F P
INFORMAL READING ASSESSMENT TESTS, TEST 6 Word Attack Phonics (TNS)	0	1	1	0	0	0	0	0	1	0	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F F P

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ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-F-P
INFORMAL READING ASSESSMENT TESTS, TEST 7 Word Attack Phonics (TNS)	0	1	1	0	0	0	0	0	1	0	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F F P
INVENTORY-SURVEY TEST FOR PRIMARY GRADES Phoneme-Grapheme Relationships (SFC)	1	1	2	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	2	1	1	0	2	0	1	0	0	0	1	0	0	0	0	0	0	0	P G P P
IOWA TESTS OF BASIC SKILLS, PRIMARY, FORMS 5 AND 6 - LEVEL 8 Word Analysis (HMC)	3	2	2	0	0	0	0	1	1	1	1	1	0	0	1	0	1	1	2	2	1	1	2	1	1	0	0	0	1	1	0	0	0	0	3	2	P F F P
LOOK ALIKE WORDS (WORD PREFERENCE INVENTORY) (PDR)	3	0	1	0	1	0	0	0	0	1	1	0	0	0	0	0	1	1	2	2	1	1	0	0	0	0	0	0	1	1	0	0	0	0	0	0	P P P P
McCULLOUGH WORD-ANALYSIS TESTS Dividing Words into Syllables (PP)	2	0	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	1	1	1	2	1	1	1	0	1	1	1	0	2	0	0	0	2	P G F P
McCULLOUGH WORD-ANALYSIS TESTS Initial Blends and Digraphs (PP)	0	0	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	1	1	1	2	1	1	1	0	1	1	1	0	3	0	0	0	2	P G F P
McCULLOUGH WORD-ANALYSIS TESTS Matching Letters to Vowel Sounds (PP)	0	1	2	0	0	0	0	1	1	0	1	1	1	1	1	1	1	1	2	1	1	1	2	1	1	1	1	0	1	2	0	2	0	0	0	2	P G G P
McCULLOUGH WORD-ANALYSIS TESTS Phonetic Discrimination (PP)	0	0	2	0	0	0	0	1	1	0	1	1	1	1	1	1	1	1	2	1	1	1	2	1	1	1	0	1	1	2	0	2	0	0	0	2	P G G P
McGRATH TEST OF READING SKILLS Word Recognition (MPC)	0	1	2	0	0	0	0	0	2	0	1	1	0	0	0	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
METROPOLITAN ACHIEVEMENT TESTS - PRIMARY II Word Analysis (HBJ)	3	1	2	0	0	1	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	0	0	1	1	2	0	3	0	0	1	2	P G G P
MODERN LANGUAGE APTITUDE TEST - ELEMENTARY Finding Rhymes (PC)	1	0	2	0	0	0	0	1	1	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	0	0	0	0	1	0	0	3	0	1	0	0	P G F P
MODERN LANGUAGE APTITUDE TEST - ELEMENTARY Hidden Words (PC)	1	1	1	0	0	0	0	1	1	0	1	1	1	1	1	1	1	0	2	2	1	1	2	1	0	0	0	0	1	0	0	2	0	1	0	0	P F F P
MODERN LANGUAGE APTITUDE TEST - ELEMENTARY Total Score (PC)	1	0	1	0	0	0	2	1	1	0	1	1	1	1	1	1	1	0	1	2	1	0	1	1	1	1	0	0	1	0	0	3	0	1	3	1	P F F F
NEALE ANALYSIS OF READING ABILITY Accuracy of Reading (NFER)	0	1	2	0	0	0	0	0	1	0	1	1	0	0	1	0	1	1	2	0	1	1	0	1	0	1	0	0	1	0	0	0	3	0	0	2	P F P P
NEALE ANALYSIS OF READING ABILITY Qualitative Assessment Word Recognition (NFER)	0	0	1	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	0	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
NEALE ANALYSIS OF READING ABILITY Supplementary Diagnostic Test 1 What are the Names and Sounds of these Letters? (NFER)	0	1	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
OLIPHANT AUDITORY SYNTHESIZING TEST (EPS)	0	0	2	0	0	0	0	0	1	0	1	1	1	1	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
ORAL WORD READING TEST (NZCER)	1	1	2	0	0	0	0	1	0	0	0	1	1	0	1	1	1	1	2	0	1	1	0	0	0	0	1	0	1	1	0	0	0	0	0	0	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-F-P
PEABODY INDIVIDUAL ACHIEVEMENT TEST Reading Recognition (AGS)	2	1	2	0	0	1	0	1	2	0	1	1	1	0	1	1	1	1	2	0	1	1	0	1	1	1	1	1	1	1	3	0	0	0	3	2	P G F F
PHONICS KNOWLEDGE SURVEY (TCP)	0	1	2	0	0	0	0	0	1	0	1	0	1	0	0	1	1	1	2	0	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
PRESCRIPTIVE TEACHING SERIES Auditory Skills (PEI)	1	1	1	0	0	0	0	0	2	0	1	1	0	0	1	1	0	1	1	0	1	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
PRESCRIPTIVE TEACHING SERIES Visual Skills (PEI)	1	0	1	0	0	0	0	0	1	0	0	1	0	0	1	1	0	1	1	0	1	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	P P P P
PUPIL RECORD OF EDUCATIONAL BEHAVIOR Auditory Perception (TRC)	1	1	1	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	0	0	0	0	0	0	0	1	2	0	0	0	0	0	0	P F P P
PUPIL RECORD OF EDUCATIONAL BEHAVIOR Language Development (TRC)	1	1	1	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	2	0	1	0	0	0	0	0	0	0	1	2	0	0	0	0	0	0	P F P P
SCHONELL: GRADED WORD READING TEST (NFER)	0	1	2	0	0	0	0	0	1	0	1	0	0	0	0	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	1	P P P P
SCREENING TEST FOR AUDITORY PERCEPTION Part I (ATP)	0	0	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	1	2	1	1	2	1	1	1	1	0	1	0	0	0	0	0	0	2	P G F P
SCREENING TEST FOR AUDITORY PERCEPTION Part II (ATP)	0	0	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	1	2	1	1	2	1	1	1	1	0	1	0	0	0	0	0	0	2	P G F P
SCREENING TESTS TO BE USED BY THE CLASSROOM TEACHER MKM Auditory Letter Recognition Test (ATP)	0	1	1	0	0	0	0	0	1	0	1	1	0	0	0	0	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
SCREENING TESTS TO BE USED BY THE CLASSROOM TEACHER MKM Visual Letter Recognition Test (ATP)	0	1	1	0	0	0	0	0	0	0	0	1	1	0	0	0	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
SCREENING TESTS TO BE USED BY THE CLASSROOM TEACHER Recognition Vocabulary Test (ATP)	0	1	1	0	0	0	0	0	1	0	1	1	1	0	0	0	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
SLINGERLAND SCREENING TESTS FOR IDENTIFYING CHILDREN WITH SPECIFIC LANGUAGE DISABILITY - FORM B Auditory Association (EPS)	0	1	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
SLINGERLAND SCREENING TESTS FOR IDENTIFYING CHILDREN WITH SPECIFIC LANGUAGE DISABILITY - FORM B Auditory Sounds (EPS)	0	0	2	0	0	0	0	0	2	0	1	1	0	1	1	1	1	1	1	2	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
SLINGERLAND SCREENING TESTS FOR IDENTIFYING CHILDREN WITH SPECIFIC LANGUAGE DISABILITY - FORM C Auditory Association (EPS)	0	1	1	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	1	2	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
SLINGERLAND SCREENING TESTS FOR IDENTIFYING CHILDREN WITH SPECIFIC LANGUAGE DISABILITY - FORM C Auditory Sounds (EPS)	0	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	1	2	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
SLOSSON ORAL READING TEST (SEP)	0	1	2	0	0	0	0	1	2	0	1	1	1	0	0	0	1	1	2	0	1	1	0	0	1	1	0	0	1	0	0	0	0	0	0	0	P F P P
STANDARD READING INVENTORY Oral Performance Vocabulary in Context (BERS)	2	1	2	0	0	0	0	1	1	0	1	1	0	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-2	[illegible]	0-3	0-3	0-1	0-2	0-2	[illegible]
STANDARD READING INVENTORY SRI Check List of Reading Habits Word Analysis (BERS)	0	1	1	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	1	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
STANDARD READING INVENTORY SRI Check List of Reading Habits Word Attack (BERS)	0	0	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
STANDARD READING INVENTORY Vocabulary in Isolation (BERS)	2	1	2	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P G P P
STANDARD READING TESTS Letter-Recognition Test (ACER)	0	1	2	0	0	0	0	0	0	0	0	1	1	0	1	1	1	1	2	0	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
STANDARD READING TESTS Oral Word-Recognition Test (ACER)	0	0	2	0	0	0	0	0	0	0	0	1	1	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
STANDARD READING TESTS Word-Recognition Test "Reversible" Words (ACER)	0	0	2	0	0	0	0	0	0	0	0	1	1	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
STANDARD READING TESTS Word-Recognition Test Common Words with Irregular Spelling (ACER)	0	0	2	0	0	0	0	0	0	0	0	1	1	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
STANDARD READING TESTS Word-Recognition Test Consonant Blends at Beginnings of Phonically Simple Words (ACER)	1	0	2	0	0	0	0	0	0	0	0	1	1	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
STANDARD READING TESTS Word-Recognition Test Consonant Blends at Ends of Phonically Simple Words (ACER)	0	0	2	0	0	0	0	0	0	0	0	1	1	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	[illegible] P P
STANDARD READING TESTS Word-Recognition Test Graded Phonically Complex Words (ACER)	0	0	2	0	0	0	0	0	0	0	0	1	1	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
STANDARD READING TESTS Word-Recognition Test Nonsense Syllables (ACER)	0	0	2	0	0	0	0	0	0	0	0	1	1	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
STANDARD READING TESTS Word-Recognition Test Phonically Simple Two- and Three-Letter Words (ACER)	1	0	2	0	0	0	0	0	0	0	0	1	1	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
STANDARD READING TESTS Word-Recognition Test Polysyllabic Phonically Simple Words (ACER)	0	0	2	0	0	0	0	0	0	0	0	1	1	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
STANFORD ACHIEVEMENT TEST - INTERMEDIATE LEVEL I Word Study Skills (HBJ)	3	0	2	0	0	0	0	1	2	2	1	1	0	1	1	1	0	1	2	2	1	1	2	1	1	1	0	1	1	2	0	0	0	1	1	2	P G G P
STANFORD DIAGNOSTIC READING TEST - LEVEL I Auditory Discrimination (HBJ)	2	1	2	0	0	1	0	1	2	0	1	1	1	1	1	1	1	1	1	2	1	1	2	1	1	1	0	0	1	2	0	3	0	0	1	2	P G G P
STANFORD DIAGNOSTIC READING TEST - LEVEL I Beginning and Ending Sounds (HBJ)	2	1	2	0	0	2	0	1	1	0	1	1	1	1	1	0	1	1	2	2	1	1	2	1	1	1	0	0	1	2	0	3	0	1	0	2	P F G P
STANFORD DIAGNOSTIC READING TEST - LEVEL I Blending (HBJ)	2	1	2	0	0	1	0	1	2	0	1	1	1	1	1	1	1	1	0	2	1	1	2	1	1	1	0	0	1	2	0	3	0	0	0	2	P F G P
STANFORD DIAGNOSTIC READING TEST - LEVEL I Sound Discrimination (HBJ)	2	1	2	0	0	1	0	1	2	0	1	0	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	0	1	2	0	3	0	1	0	2	P G G P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-2	0-1	0-3	0-2	G-P
STANFORD DIAGNOSTIC READING TEST - LEVEL I Syllabication (HBJ)	2	0	2	0	0	1	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	0	1	2	0	2	0	1	0	2	P G G P
STANFORD DIAGNOSTIC READING TEST - LEVEL II Sound Discrimination (HBJ)	2	1	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	0	1	2	0	0	0	1	1	2	P G G P
STANFORD DIAGNOSTIC READING TEST - LEVEL II Syllabication (HBJ)	2	0	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	0	1	2	0	0	0	1	2	2	P G G P
TEST OF INDIVIDUAL NEEDS IN READING Word Analysis (MRP)	1	1	2	0	0	0	0	0	1	0	1	1	0	0	0	0	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
TESTING-TEACHING MODULE OF AUDITORY DISCRIMINATION Diagnostic Test Auditory Blending (ATP)	2	0	2	0	0	0	0	0	1	0	1	1	1	1	1	1	1	1	2	0	1	1	1	1	1	1	0	0	1	3	0	0	0	0	0	[illegible]	[illegible] F F P
WOODCOCK READING MASTERY TESTS Index of Total Reading (AGS)	2	2	1	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	0	1	1	0	1	1	0	1	0	0	0	0	0	2	P F P P
WOODCOCK READING MASTERY TESTS Letter Identification (AGS)	2	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	1	1	1	0	1	1	0	1	0	0	0	0	0	2	P F F P
WOODCOCK READING MASTERY TESTS Word Attack (AGS)	2	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	1	1	0	1	1	0	1	1	0	1	0	0	0	0	0	2	P G P P
WOODCOCK READING MASTERY TESTS Word Identification (AGS)	2	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	1	1	1	0	1	1	0	1	0	0	0	0	0	2	P F F P
59. FAMILIARITY WITH LITERATURE																																					
59A. Recognition of Literatary Devices and Qualities																																					
59B. Knowledge of Literature																																					
GRAY-VOTAW-ROGERS GENERAL ACHIEVEMENT TEST - INTERMEDIATE Literature (SV)	1	1	2	0	0	0	0	1	0	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	0	1	0	1	0	0	2	0	0	3	1	P F F P
60. READING WITH UNDERSTANDING																																					
AMERICAN SCHOOL ACHIEVEMENT TESTS - PRIMARY BATTERY II Reading Average (BMC)	3	0	2	0	0	0	0	1	1	0	1	1	1	1	0	1	1	0	2	2	1	1	2	0	1	0	1	0	1	1	0	0	0	1	0	2	P F F P
CALIFORNIA ACHIEVEMENT TESTS - LEVEL 2 Reading Total (CTB)	3	2	2	0	0	2	0	1	2	1	1	1	0	1	0	1	1	1	2	2	1	0	2	0	1	1	0	1	1	2	0	3	2	0	1	2	F G F F
CALIFORNIA ACHIEVEMENT TESTS - LEVEL 3 Reading Total (CTB)	3	1	2	0	0	2	0	1	2	1	1	1	1	0	1	1	0	1	1	2	1	0	2	0	1	1	0	1	1	2	0	3	0	1	3	2	F F F F
CANADIAN TESTS OF BASIC SKILLS - LEVEL 8 Composite (TNS)	3	1	1	0	0	0	0	1	2	1	1	1	1	0	1	1	1	1	2	2	1	0	1	1	1	1	0	0	1	1	0	0	0	0	3	2	P G F P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-F-P
COMPREHENSIVE TESTS OF BASIC SKILLS - LEVEL 1 Reading Total (CTB)	3	1	2	0	0	2	0	1	2	2	1	1	1	1	1	1	1	1	2	2	1	0	2	1	1	1	0	1	1	2	2	3	2	1	2	2	F G G G
COMPREHENSIVE TESTS OF BASIC SKILLS - LEVEL 1 Total Battery (CTB)	3	1	0	0	0	2	0	1	2	1	1	1	1	1	1	1	1	1	2	2	1	0	2	1	1	1	0	1	1	2	3	3	3	1	3	2	P G G G
COMPREHENSIVE TESTS OF BASIC SKILLS - LEVEL 2 Reading Total (CTB)	3	1	2	0	0	2	0	1	2	1	1	1	1	1	1	1	1	1	2	2	1	0	2	1	1	1	0	1	1	2	0	3	0	1	3	2	F G G F
COMPREHENSIVE TESTS OF BASIC SKILLS - LEVEL 2 Total Battery (CTB)	3	1	1	0	0	2	0	1	2	2	1	1	1	1	1	1	1	1	1	2	1	0	2	1	1	1	0	1	1	2	0	3	0	1	3	2	P G G F
COMPREHENSIVE TESTS OF BASIC SKILLS, EXPANDED EDITION - LEVEL 1 Total Battery (CTB)	3	2	0	0	0	2	0	1	2	1	1	0	1	1	0	0	1	1	2	2	1	0	2	1	1	1	0	1	1	0	0	3	2	1	3	2	P F F F
COMPREHENSIVE TESTS OF BASIC SKILLS, EXPANDED EDITION - LEVEL 2 Reading Total Reading (CTB)	3	2	2	0	0	2	0	1	1	2	1	1	1	1	1	1	1	1	2	2	1	0	2	1	1	1	0	1	1	0	0	3	2	1	3	2	F G F F
COMPREHENSIVE TESTS OF BASIC SKILLS, EXPANDED EDITION - LEVEL 2 Total Battery (CTB)	3	2	0	0	0	2	0	1	1	1	1	1	1	1	1	1	1	1	2	2	1	0	2	1	1	1	0	1	1	0	0	3	2	1	3	2	P G F F
DELAWARE COUNTY SILENT READING TEST OF LANGUAGE SKILLS #131 Reading Achievement Rating (NAS)	0	1	1	0	0	0	0	1	2	0	1	1	0	0	0	1	1	1	1	2	1	1	0	0	0	1	0	0	1	0	0	0	0	0	0	0	P F P P
DELAWARE COUNTY SILENT READING TEST OF LANGUAGE SKILLS #132 Reading Achievement Rating (NAS)	0	2	1	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	2	2	1	1	0	0	0	1	0	0	1	1	0	0	0	0	0	0	P F P P
DELAWARE COUNTY SILENT READING TEST OF LANGUAGE SKILLS #14 Reading Achievement Rating (NAS)	0	2	2	0	0	0	0	1	2	0	1	1	1	0	1	1	0	1	2	2	1	1	0	0	0	1	0	0	1	0	0	0	0	0	0	0	P F P P
DIAGNOSTIC READING TESTS Total (BMC)	1	1	2	0	0	0	0	1	1	0	1	1	1	1	0	1	1	1	2	2	1	0	1	0	0	0	0	0	1	0	0	0	0	1	0	0	P F P P
DURRELL LISTENING - READING SERIES: INTERMEDIATE LEVEL Reading Test Total (HBJ)	3	1	2	0	0	0	0	1	0	0	1	1	1	1	1	1	0	1	1	2	1	0	2	1	1	1	0	1	1	2	0	3	0	1	3	2	P F G F
ENGLISH PROGRESS TEST B3 (NFER2)	0	0	1	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	2	2	1	0	0	0	0	1	0	0	1	0	0	0	0	0	0	2	P F P P
GATES-MacGINITIE READING TESTS - SURVEY D Composite (TCP)	2	1	2	0	0	0	0	1	1	0	1	1	1	1	1	1	1	0	2	2	1	0	1	1	0	0	0	1	1	0	0	0	0	1	0	0	P F P P
GRAY-VOTAW-ROGERS GENERAL ACHIEVEMENT TEST - INTERMEDIATE Total Average (SV)	0	1	0	0	0	0	0	1	0	0	1	1	0	1	1	1	1	0	2	2	1	0	2	1	1	0	1	0	1	0	0	3	0	0	2	1	P F F P
GRAY-VOTAW-ROGERS GENERAL ACHIEVEMENT TEST - PRIMARY Total Average (SV)	0	1	2	0	0	0	0	1	2	0	1	1	1	0	1	1	1	0	2	2	1	0	2	1	1	0	0	0	1	0	0	0	0	0	3	1	P F F P
INITIAL LEARNING ASSESSMENT Academic Achievements Language Arts (ATP)	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
INVENTORY-SURVEY TEST FOR INTERMEDIATE GRADES Total (SFC)	1	2	2	0	0	0	0	1	1	0	1	1	0	0	1	1	1	1	2	2	1	0	2	0	1	1	0	1	1	1	0	0	0	0	3	2	P F F P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-3	0-3	0-1	0-3	0-2	G-F-P
IOWA TESTS OF BASIC SKILLS, PRIMARY, FORMS 5 AND 6 - LEVEL 8 Standard Composite (HMC)	3	1	0	0	0	0	0	1	1	2	1	1	0	0	1	0	1	1	2	2	1	0	2	1	1	0	0	0	1	1	0	0	0	0	0	2	P F F P
LATE PRIMARY SURVEY TEST Reading (SFC)	3	2	2	0	2	0	0	1	2	1	1	0	1	1	1	1	1	1	2	2	1	0	2	1	1	1	0	0	1	1	0	3	0	0	1	1	F G F P
METROPOLITAN ACHIEVEMENT TESTS - ELEMENTARY Total Reading (HBJ)	3	2	2	0	0	2	0	1	2	0	1	1	1	1	1	1	1	0	2	2	1	0	2	1	1	0	0	1	1	2	0	3	0	1	3	2	F G F F
METROPOLITAN ACHIEVEMENT TESTS - PRIMARY II Total Reading (HBJ)	3	2	2	0	0	1	0	1	2	0	1	1	1	1	1	0	1	0	2	2	1	0	2	1	1	0	0	1	1	2	0	3	0	1	2	2	F F F F
NATIONAL ACHIEVEMENT TESTS - INTERMEDIATE BATTERY Competence in the Language Arts (PA)	0	1	1	0	0	0	0	1	1	0	1	0	0	1	0	1	1	0	0	2	1	1	1	0	1	1	0	0	1	0	0	0	0	1	0	0	P P F P
NELSON READING TEST Total (HMC)	1	1	2	0	0	2	0	1	1	0	1	1	1	1	0	1	1	0	2	2	1	1	2	1	1	1	0	1	1	1	0	0	3	1	3	2	P F G F
PUPIL PROGRESS SERIES DIAGNOSTIC READING - ELEMENTARY Comprehension (STS)	1	1	2	1	0	0	0	1	1	0	1	1	1	1	0	0	1	0	2	2	1	1	2	1	1	1	0	0	1	1	0	2	0	1	3	2	P F F F
SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS - SERIES II, 4A AND 4B Reading (ETS)	3	2	2	0	0	2	0	1	1	1	1	1	1	1	1	1	1	0	2	2	1	0	2	1	1	1	0	1	1	0	0	3	2	1	3	2	F G F F
SRA ASSESSMENT SURVEY, ACHIEVEMENT SERIES - BLUE LEVEL Composite (SRA)	2	2	0	0	0	2	0	1	1	1	1	1	1	1	0	1	1	0	2	2	1	0	2	1	1	1	0	1	1	1	0	3	0	1	3	2	P F F F
SRA ASSESSMENT SURVEY, ACHIEVEMENT SERIES - BLUE LEVEL Reading Total (SRA)	2	2	2	0	0	2	0	1	1	1	1	1	1	1	0	1	1	0	2	2	1	0	2	1	1	1	0	1	1	1	0	3	0	1	3	2	F F F F
SRA ASSESSMENT SURVEY, ACHIEVEMENT SERIES - PRIMARY I Composite (SRA)	2	1	0	0	0	0	0	1	2	1	1	1	1	1	0	0	1	1	2	2	1	0	2	1	1	1	0	1	1	1	0	3	0	0	1	2	P G F P
SRA ASSESSMENT SURVEY, ACHIEVEMENT SERIES - PRIMARY II Composite (SRA)	2	1	0	0	0	2	0	1	2	1	1	1	1	1	0	1	1	1	2	2	1	0	2	1	1	1	0	1	1	1	0	3	0	0	1	2	P G F P
STANFORD ACHIEVEMENT TEST - PRIMARY LEVEL II Reading: Part A + Part B (HBJ)	3	1	2	0	0	0	0	1	1	1	1	1	0	1	1	0	1	0	2	2	1	0	2	1	1	1	0	1	1	2	0	0	0	1	1	2	P F G P
STANFORD ACHIEVEMENT TEST - PRIMARY LEVEL II Total Reading (HBJ)	3	1	1	0	0	0	0	1	1	1	1	1	0	1	1	0	1	0	2	2	1	0	2	1	1	1	0	1	1	2	0	2	0	1	3	2	P F G F
SURVEY OF PRIMARY READING DEVELOPMENT - FORM A OR B (ETS)	2	1	1	0	0	0	0	0	1	0	1	1	1	1	1	1	1	1	2	2	1	1	2	0	1	1	0	0	1	2	0	0	0	0	0	0	P F F P
TEST OF READING, INTER-AMERICAN SERIES: LEVEL 3 Total (GTA)	1	1	2	0	0	2	0	1	1	0	1	1	1	1	0	1	0	0	2	2	1	0	2	0	1	0	0	0	1	0	0	0	0	1	1	1	P F P P
30A. Recognition of Word Meanings																																					
ACER PRIMARY READING SURVEY TESTS - LEVEL A Word Knowledge (ACER)	1	1	2	0	0	0	0	1	1	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	0	1	1	0	0	0	1	2	1	P G F P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
ACER PRIMARY READING SURVEY TESTS - LEVEL B Word Knowledge (ACER)	0	1	2	0	0	0	0	1	1	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	0	1	1	0	0	0	1	0	1	P G F P
ACER SILENT READING TEST - FORM A Word Knowledge (ACER)	0	1	2	0	0	0	0	1	1	0	1	0	1	1	0	1	1	0	2	2	1	1	2	0	0	0	0	0	1	0	0	0	0	1	0	0	P F P P
ACER SILENT READING TEST - FORM C Word Knowledge (ACER)	0	1	2	0	0	0	0	1	1	0	1	1	1	1	1	1	1	0	2	2	1	1	2	1	1	1	0	0	1	0	0	0	0	1	0	1	P F F P
AMERICAN SCHOOL ACHIEVEMENT TESTS - PRIMARY BATTERY II Sentence and Word Meaning (BMC)	3	0	2	0	0	0	0	1	1	0	1	1	1	1	1	1	1	0	2	2	1	1	2	0	1	1	1	0	1	1	0	0	0	1	0	2	P F F P
BOTEL READING INVENTORY Word Opposites Test - Reading (FPC)	2	1	2	0	1	2	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	2	0	0	0	0	0	1	1	0	0	0	0	0	0	F G F P
BOTEL READING INVENTORY Word Recognition Test (FPC)	2	0	2	0	1	0	0	1	1	0	1	1	0	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
BURNETT READING SERIES SURVEY TEST - INTERMEDIATE Word Meaning (STS)	2	1	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	0	2	2	1	1	2	1	1	1	0	0	1	1	0	0	0	1	3	2	P G F P
BURNETT READING SERIES SURVEY TEST - PRIMARY II Word Meaning (STS)	2	0	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	0	2	2	1	1	2	1	1	1	0	0	1	1	0	0	0	1	0	2	P G F P
CALIFORNIA ACHIEVEMENT TESTS - LEVEL 2 Reading Vocabulary (CTB)	3	1	2	0	0	2	0	1	2	1	1	1	1	1	1	1	1	1	2	2	1	1	2	0	1	1	0	1	1	2	0	3	2	0	0	2	F G G P
CALIFORNIA ACHIEVEMENT TESTS - LEVEL 3 Reading Vocabulary (CTB)	3	1	2	0	0	2	0	1	2	2	1	1	1	1	1	1	1	1	1	2	1	1	2	0	1	1	0	1	1	2	0	3	0	1	3	2	F G G F
CANADIAN TESTS OF BASIC SKILLS - LEVEL 8 Vocabulary (TNS)	2	1	2	0	0	0	0	1	2	1	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	0	1	1	0	0	0	0	1	2	P G F P
CANADIAN TESTS OF BASIC SKILLS, LEVELS EDITION - LEVEL 9 Vocabulary (TNS)	3	1	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	0	1	1	2	2	0	1	1	2	P G F F
CANADIAN TESTS OF BASIC SKILLS, LEVELS EDITION - LEVEL 10 Vocabulary (TNS)	3	1	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	0	1	1	2	2	0	1	2	2	P G F F
COMPREHENSIVE TESTS OF BASIC SKILLS - LEVEL 1 Reading Vocabulary (CTB)	3	1	2	0	0	2	0	1	2	2	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	1	1	2	2	3	2	1	1	2	F G G F
COMPREHENSIVE TESTS OF BASIC SKILLS - LEVEL 2 Reading Vocabulary (CTB)	3	1	2	0	0	2	0	1	2	2	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	1	1	2	0	3	0	1	3	2	F G G F
COMPREHENSIVE TESTS OF BASIC SKILLS, EXPANDED EDITION - LEVEL 1 Reading Vocabulary (CTB)	3	1	2	0	0	2	0	1	2	1	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	1	1	0	0	3	2	1	1	2	F G F F
COMPREHENSIVE TESTS OF BASIC SKILLS, EXPANDED EDITION - LEVEL 2 Reading Vocabulary (CTB)	3	1	2	0	0	2	0	1	2	2	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	1	1	0	0	2	2	1	3	2	F G F F
COOPERATIVE INTER-AMERICAN TESTS, TESTS OF READING: PRIMARY Total (GTA)	0	0	1	0	0	0	0	1	1	0	1	1	1	1	1	0	1	0	2	2	1	1	1	0	0	0	0	0	1	0	0	0	0	1	1	1	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-F
COOPERATIVE INTER-AMERICAN TESTS, TESTS OF READING: PRIMARY Vocabulary (GTA)	0	0	2	0	0	0	0	1	1	0	1	1	1	1	1	0	1	0	2	2	1	1	1	0	0	0	0	0	1	0	0	0	0	1	0	0	P F P P
DELAWARE COUNTY SILENT READING TEST OF LANGUAGE SKILLS #131 Vocabulary (NAS)	0	0	2	0	0	0	0	1	2	0	1	1	0	0	0	1	1	1	2	2	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DELAWARE COUNTY SILENT READING TEST OF LANGUAGE SKILLS #132 Vocabulary (NAS)	0	1	2	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	2	2	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DELAWARE COUNTY SILENT READING TEST OF LANGUAGE SKILLS #14 Vocabulary (NAS)	0	1	1	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P G P P
DIAGNOSTIC READING TEST Word Meanings Ability for Silent Reading (MPC)	0	1	2	0	0	0	0	0	2	0	1	0	0	0	0	1	1	1	2	0	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DIAGNOSTIC READING TESTS Vocabulary (BMC)	2	1	2	0	0	0	0	1	0	0	1	1	1	1	0	1	1	1	2	2	1	1	1	0	0	0	0	0	1	0	0	0	0	1	0	0	P F P P
DIAGNOSTIC READING TESTS, SURVEY SECTION: LOWER LEVEL Vocabulary (CDRT)	1	1	2	0	0	0	0	1	1	0	1	0	1	1	1	1	1	1	2	2	1	1	2	0	1	1	0	0	1	0	0	0	0	0	2	2	P F F P
DURRELL LISTENING - READING SERIES: INTERMEDIATE LEVEL Reading Test Vocabulary (HBJ)	3	1	2	0	0	2	0	1	0	0	1	1	1	1	1	1	0	1	1	2	1	1	2	1	1	1	0	1	1	2	0	3	0	1	3	2	F F G F
DVORAK-VAN WAGENEN DIAGNOSTIC EXAMINATION OF SILENT READING ABILITIES - INTERMEDIATE DIVISION Vocabulary in Isolation (VWPERL)	0	1	2	0	0	0	0	1	1	0	1	1	1	1	0	1	1	1	2	2	1	1	2	0	0	1	0	0	1	0	0	0	0	0	0	0	P F F P
GATES-MacGINITIE READING TESTS - PRIMARY C Vocabulary (TCP)	1	1	2	0	0	2	0	1	1	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	1	1	0	0	2	2	1	3	2	P G F F
GATES-MacGINITIE READING TESTS - SURVEY D Vocabulary (TCP)	2	1	2	0	0	1	0	1	1	0	1	1	1	1	1	1	1	0	2	2	1	1	2	1	1	1	0	1	1	0	0	2	2	1	3	2	P F F F
GRAY-VOTAW-ROGERS GENERAL ACHIEVEMENT TEST - INTERMEDIATE Reading Vocabulary (SV)	0	1	2	0	0	0	0	1	0	0	1	1	0	1	1	1	1	0	2	2	1	1	2	1	1	0	1	0	1	0	0	2	0	0	2	1	P F F P
GRAY-VOTAW-ROGERS GENERAL ACHIEVEMENT TEST - PRIMARY Reading: Vocabulary (SV)	0	1	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	0	0	0	1	0	0	0	0	1	3	1	P G F P
INFORMAL READING ASSESSMENT TESTS, TEST 4 Vocabulary (TNS)	0	1	2	0	0	0	0	0	1	0	1	1	1	1	1	1	1	1	2	2	1	1	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F F P
INFORMAL READING ASSESSMENT TESTS, TEST 5 Vocabulary (TNS)	0	1	2	0	0	0	0	0	1	0	1	1	1	1	1	1	1	1	2	2	1	1	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F F P
INFORMAL READING ASSESSMENT TESTS, TEST 6 Vocabulary (TNS)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	2	1	1	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F F P
INFORMAL READING ASSESSMENT TESTS, TEST 7 Vocabulary (TNS)	0	1	2	0	0	0	0	0	1	0	1	1	1	1	1	1	1	1	2	2	1	1	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F F P
INVENTORY-SURVEY TEST FOR PRIMARY GRADES Word and Phrase Meaning (SFC)	1	0	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	1	1	0	2	0	1	0	0	0	1	0	0	0	0	0	0	0	P G P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION		INSTRUCTIONS			FORMAT				POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent / Factorial	Experimental / Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	[illegible]
IOWA TESTS OF BASIC SKILLS, FORMS 1-4, GRADE 3 Vocabulary (HMC)	1	1	2	0	0	0	0	1	1	0	1	1	1	1	0	1	1	1	2	2	1	1	2	1	1	1	0	1	1	2	2	2	2	1	1	2	P F G F
IOWA TESTS OF BASIC SKILLS, FORMS 1-4, GRADE 4 Vocabulary (HMC)	1	1	2	0	0	0	0	1	1	0	1	1	1	1	0	1	1	1	2	2	1	1	2	1	1	1	0	1	1	2	2	2	2	1	1	2	P F G F
IOWA TESTS OF BASIC SKILLS, PRIMARY, FORMS 5 AND 6 - LEVEL 8 Vocabulary (HMC)	0	1	2	0	0	0	0	1	2	2	1	1	1	0	0	1	1	1	2	2	1	1	2	1	1	0	0	0	1	1	0	0	0	0	2	2	P G F P
IOWA TESTS OF BASIC SKILLS, FORMS 5 AND 6, LEVEL 9 Vocabulary (HMC)	3	1	2	0	0	0	0	1	2	0	1	1	1	1	0	1	1	0	2	2	1	1	2	1	1	1	0	1	1	2	2	2	0	1	2	2	P F G F
IOWA TESTS OF BASIC SKILLS, FORMS 5 AND 6, LEVEL 10 Vocabulary (HMC)	3	1	2	0	0	0	0	1	2	0	1	1	1	1	0	1	1	0	2	2	1	1	2	1	1	1	0	1	1	2	2	2	0	1	3	2	P F G F
McGRATH TEST OF READING SKILLS Word Meanings (MPC)	0	1	2	0	0	0	0	0	2	0	1	1	0	0	0	1	1	1	2	0	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
METROPOLITAN ACHIEVEMENT TESTS - ELEMENTARY Word Knowledge (HBJ)	3	2	2	0	0	2	0	1	2	0	1	1	1	1	1	1	1	0	2	2	1	1	2	1	1	0	0	1	1	2	0	3	0	1	3	2	F G G F
METROPOLITAN ACHIEVEMENT TESTS - PRIMARY II Word Knowledge (HBJ)	3	2	2	0	0	1	0	1	2	0	1	1	1	1	1	0	1	1	2	2	1	1	2	1	1	0	0	1	1	2	0	3	0	1	1	2	F G G P
NATIONAL ACHIEVEMENT TESTS FOR GRADES 3-8 Vocabulary Test (PA)	0	1	2	0	0	0	0	1	1	0	1	1	1	1	0	0	1	1	2	2	1	1	1	0	0	1	0	0	1	0	0	0	0	0	0	0	P F P P
NELSON READING TEST Vocabulary (HMC)	1	1	2	0	0	2	0	1	1	0	1	1	1	1	1	1	1	0	2	2	1	1	2	1	1	1	0	1	1	1	0	0	2	1	1	2	P F G P
PRIMARY READING TEST (PA)	1	1	1	0	0	2	0	1	1	0	1	1	1	1	0	1	1	1	2	2	1	0	1	1	1	0	0	0	1	0	0	2	0	0	0	0	P F P P
PROGRESSIVE ACHIEVEMENT TESTS Reading Vocabulary (ACER)	2	2	2	0	1	0	0	1	1	2	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	0	1	2	0	3	2	1	3	2	P G G F
PROGRESSIVE ACHIEVEMENT TESTS, READING VOCABULARY - PART 2 (NZCER)	2	1	2	0	0	2	0	1	2	2	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	0	0	0	1	2	0	3	2	1	1	2	P G F F
PROGRESSIVE ACHIEVEMENT TESTS, READING VOCABULARY - PART 3 (NZCER)	2	1	2	0	0	2	0	1	2	2	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	0	0	0	1	2	0	3	2	1	1	2	P G F F
PUPIL PROGRESS SERIES DIAGNOSTIC READING - PRIMARY LEVEL II Vocabulary (STS)	1	1	1	0	0	2	0	1	2	0	1	1	1	1	0	1	1	0	2	2	1	1	2	1	1	1	0	0	1	1	0	3	0	1	1	2	P F F P
SCHONELL DIAGNOSTIC ENGLISH TESTS Vocabulary (NFER)	0	2	2	0	0	0	0	1	1	0	1	0	1	1	0	1	1	0	1	2	1	1	2	1	0	0	0	0	1	0	0	0	0	0	0	0	P F F P
SRA ASSESSMENT SURVEY, ACHIEVEMENT SERIES - BLUE LEVEL Reading Vocabulary (SRA)	2	1	2	0	0	2	0	1	1	1	1	1	1	1	0	1	1	0	2	2	1	1	2	1	1	1	0	1	1	1	0	3	0	1	2	2	P F G F
SRA ASSESSMENT SURVEY, ACHIEVEMENT SERIES - PRIMARY II Reading (SRA)	2	2	1	0	0	1	0	1	2	1	1	1	1	1	0	1	1	1	2	2	1	0	2	1	1	1	0	1	1	1	0	3	0	0	1	2	P G F P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evolutional				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-3	0-3	0-1	0-3	0-2	G-a
STANDARD READING TESTS Picture Word-Recognition Test (ACER)	0	1	2	0	0	0	0	0	0	0	0	1	1	0	1	1	1	1	2	0	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
STANFORD ACHIEVEMENT TEST - PRIMARY LEVEL II Reading: Part A (HBJ)	3	1	1	0	0	0	0	1	1	1	1	1	0	1	1	0	1	0	2	2	1	1	2	1	1	1	0	1	1	2	0	3	0	1	0	2	P F G P
STANFORD DIAGNOSTIC READING TEST - LEVEL I Vocabulary (HBJ)	2	1	2	0	0	2	0	1	1	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	0	1	2	0	2	0	0	1	2	P G G P
STANFORD DIAGNOSTIC READING TEST - LEVEL II Vocabulary (HBJ)	2	1	2	0	0	0	0	1	1	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	0	1	2	0	0	0	0	3	2	P G G P
TEST OF READING, INTER-AMERICAN SERIES: LEVEL 2 Vocabulary (GTA)	1	1	2	0	0	2	0	1	1	0	1	1	1	1	1	0	1	0	2	2	1	1	2	0	1	0	0	0	1	0	0	0	1	1	0	1	P F F P
TEST OF READING, INTER-AMERICAN SERIES: LEVEL 3 Vocabulary (GTA)	1	1	2	0	0	2	0	1	1	0	1	1	1	1	1	1	1	0	2	2	1	1	2	0	1	0	0	0	1	0	0	0	0	1	1	1	P F F P
WIDE RANGE ACHIEVEMENT TEST - LEVEL I Reading (GAD)	0	1	2	0	1	0	0	0	2	0	1	1	1	0	0	1	1	0	2	0	1	1	1	1	1	1	1	0	1	1	0	3	3	1	3	2	P F F G
WIDE RANGE INTELLIGENCE AND PERSONALITY TEST Vocabulary (GAD)	0	1	2	0	0	0	0	0	0	0	0	1	1	1	1	0	0	0	1	2	1	1	1	0	0	1	0	0	1	0	0	0	0	1	0	1	P P P P
WIDE RANGE VOCABULARY TEST (PC)	0	1	2	0	0	0	0	1	0	0	1	1	1	1	0	1	1	1	2	2	1	0	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
30B. Reading Comprehension																																					
ACER PRIMARY READING SURVEY TESTS - LEVEL A Comprehension (ACER)	1	1	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	0	1	1	0	0	0	1	1	2	P G F P
ACER PRIMARY READING SURVEY TESTS - LEVEL B Comprehension (ACER)	0	2	2	0	0	0	0	1	1	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	0	1	1	0	0	0	1	0	1	P G F P
ACER SILENT READING TEST - FORM A Reading for General Significance (ACER)	0	1	2	0	0	0	0	1	1	0	1	1	1	1	1	1	1	0	2	2	1	1	2	0	0	0	0	0	1	0	0	0	0	1	0	0	P F P P
ACER SILENT READING TEST - FORM A Reading for Inference (ACER)	0	1	2	0	0	0	0	1	1	0	1	1	1	1	1	1	1	0	2	2	1	1	2	0	0	0	0	0	1	0	0	0	0	1	0	0	P F P P
ACER SILENT READING TEST - FORM A Reading to Note Details (ACER)	0	1	2	0	0	0	0	1	1	0	1	1	1	1	1	1	1	0	2	2	1	1	2	0	0	0	0	0	1	0	0	0	0	1	0	0	P F P P
ACER SILENT READING TEST - FORM A Speed of Reading (ACER)	0	0	2	0	0	0	0	1	0	0	1	1	1	1	1	1	1	1	2	2	1	1	2	0	0	0	0	0	1	0	0	0	0	1	0	0	P F P P
ACER SILENT READING TEST - FORM A Total (ACER)	0	2	2	0	0	0	0	1	1	0	1	0	1	1	0	1	1	0	2	2	1	0	2	0	0	0	0	0	1	0	0	0	0	1	0	0	P F P P
ACER SILENT READING TEST - FORM C Reading for Meaning (ACER)	0	2	2	0	0	0	0	1	1	0	1	1	1	1	1	1	1	0	2	2	1	1	2	1	1	1	0	0	1	0	0	0	0	1	0	1	P F F P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest*	Internal Consistency	Alternate Form				
Rating Range	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-P
ACER SILENT READING TEST - FORM C Speed of Reading (ACER)	0	0	2	0	0	0	0	1	1	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	0	1	0	0	0	0	1	0	1	P G F P
AMERICAN SCHOOL ACHIEVEMENT TESTS - INTERMEDIATE BATTERY Paragraph Meaning (BMC)	3	1	2	0	0	0	0	1	1	0	1	1	1	1	0	0	1	0	2	2	1	1	2	1	1	1	1	1	1	1	0	0	0	1	0	2	P F G P
AMERICAN SCHOOL ACHIEVEMENT TESTS - INTERMEDIATE BATTERY Reading Average (BMC)	3	1	2	0	0	0	0	1	1	0	1	1	1	1	0	0	1	0	2	2	1	1	2	1	1	0	1	1	1	1	0	0	0	1	0	0	P F G P
AMERICAN SCHOOL ACHIEVEMENT TESTS - INTERMEDIATE BATTERY Sentence and Word Meaning (BMC)	3	0	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	0	2	2	1	1	2	1	1	1	1	1	1	1	0	0	0	1	0	2	P G G P
AMERICAN SCHOOL ACHIEVEMENT TESTS - PRIMARY BATTERY II Paragraph Meaning (BMC)	3	0	2	0	0	0	0	1	1	0	1	1	1	1	0	1	1	0	2	2	1	1	2	0	1	1	1	0	1	1	0	0	0	1	0	2	P F F P
BURNETT READING SERIES SURVEY TEST - INTERMEDIATE Comprehension (STS)	1	1	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	0	2	2	1	1	2	1	1	1	0	0	1	1	0	0	0	1	3	2	P G F P
BURNETT READING SERIES SURVEY TEST - INTERMEDIATE Total Survey (STS)	1	1	1	0	0	0	0	1	1	0	1	1	1	1	1	1	1	0	2	2	1	0	2	1	1	1	0	0	1	1	0	0	0	0	3	2	P F F P
BURNETT READING SERIES SURVEY TEST - PRIMARY II Comprehension (STS)	1	1	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	0	2	2	1	1	2	1	1	1	0	0	1	1	0	0	0	1	1	2	P G F P
BURNETT READING SERIES SURVEY TEST - PRIMARY II Total Survey (STS)	1	0	1	0	0	0	0	1	2	0	1	1	1	1	1	1	1	0	2	2	1	0	2	1	1	1	0	0	1	1	0	0	0	0	1	2	P G F P
CALIFORNIA ACHIEVEMENT TESTS - LEVEL 2 Reading Comprehension (CTB)	3	2	2	0	0	2	0	1	2	1	1	1	0	1	0	1	1	1	2	2	1	1	2	0	1	1	0	1	1	2	0	3	2	1	1	2	F G G F
CALIFORNIA ACHIEVEMENT TESTS - LEVEL 3 Reading Comprehension (CTB)	3	1	1	0	0	1	0	1	2	1	1	1	1	0	1	1	0	1	1	2	1	1	2	0	1	1	0	1	1	2	0	2	0	1	3	2	P F G F
CANADIAN TESTS OF BASIC SKILLS - LEVEL 8 Reading Comprehension (TNS)	3	2	2	0	0	0	0	1	2	1	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	0	1	1	0	0	0	0	3	2	P G F P
CANADIAN TESTS OF BASIC SKILLS, LEVELS EDITION - LEVEL 9 Reading Comprehension (TNS)	3	2	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	0	2	1	1	1	0	0	1	1	3	2	0	1	3	2	P G F F
CANADIAN TESTS OF BASIC SKILLS, LEVELS EDITION - LEVEL 10 Reading Comprehension (TNS)	3	2	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	0	2	1	1	1	0	0	1	1	2	3	0	1	3	2	P G F F
CLASSROOM READING INVENTORY Independent Level (WCB)	1	2	1	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	0	1	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
CLASSROOM READING INVENTORY Instructional Level (WCB)	1	2	1	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	0	1	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
COMPREHENSIVE TESTS OF BASIC SKILLS - LEVEL 1 Reading Comprehension (CTB)	3	2	2	0	0	2	0	1	2	2	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	1	1	2	2	3	2	1	2	2	F G G G
COMPREHENSIVE TESTS OF BASIC SKILLS - LEVEL 2 Reading Comprehension (CTB)	3	2	2	0	0	2	0	1	2	2	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	1	1	2	0	3	0	1	3	2	F G G F

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											ORMED ECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT					COMPREHENSION			INSTRUCTIONS			FORMAT					ADMINISTRATION					INTERPRETATION						RELIABILITY						
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational	CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence	POWER/SPEED TEST	RECORDING ANSWERS	Testing Group Size	Administrator	Time	EASE OF SCORING	QUALITY OF MANUAL	Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter	CAN DECISIONS BE MADE?	Test – Retest	Internal Consistency	Alternate Form	REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
Rating Range:	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
COMPREHENSIVE TESTS OF BASIC SKILLS, EXPANDED EDITION - LEVEL 1 Reading Comprehension (CTB)	3	2	2	0	0	2	0	1	2	1	1	1	1	1	0	1	1	1	2	2	1	1	2	1	1	1	0	1	1	0	0	3	2	1	1	2	F G F F
COMPREHENSIVE TESTS OF BASIC SKILLS, EXPANDED EDITION - LEVEL 1 Reading Total Reading (CTB)	3	2	1	0	0	2	0	1	2	1	1	1	1	1	0	1	1	1	2	2	1	0	2	1	1	1	0	1	1	0	0	3	2	1	2	2	F G F F
COMPREHENSIVE TESTS OF BASIC SKILLS, EXPANDED EDITION - LEVEL 2 Reading Comprehension (CTB)	3	2	2	0	0	2	0	1	1	2	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	1	1	0	0	3	2	1	3	2	F G F F
COOPERATIVE INTER-AMERICAN TESTS, TESTS OF READING: INTERMEDIATE Comprehension (GTA)	0	2	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	0	2	2	1	1	2	0	1	0	0	0	1	0	0	0	0	1	1	1	P G F P
COOPERATIVE INTER-AMERICAN TESTS, TESTS OF READING: INTERMEDIATE Total (GTA)	0	2	2	0	0	1	0	1	2	0	1	1	1	1	1	1	1	0	2	2	1	0	2	0	1	0	0	0	1	0	0	0	0	1	1	1	P G P P
COOPERATIVE INTER-AMERICAN TESTS, TESTS OF READING: INTERMEDIATE Vocabulary (GTA)	0	1	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	0	2	2	1	1	2	0	1	0	0	0	1	0	0	0	0	1	1	1	P G F P
COOPERATIVE INTER-AMERICAN TESTS, TESTS OF READING: PRIMARY Comprehension (GTA)	0	1	2	0	0	0	0	1	2	0	1	1	1	1	1	0	1	0	2	2	1	1	1	0	0	0	0	0	1	0	0	0	0	1	0	0	P F P P
COOPERATIVE PRIMARY TESTS Reading - Form 23 (ETS)	3	1	2	0	0	0	0	1	1	1	1	1	1	0	1	0	0	1	2	2	1	1	2	1	1	1	0	1	1	1	0	3	3	0	2	1	P F G F
DELAWARE COUNTY SILENT READING TEST OF LANGUAGE SKILLS #131 Organization of Ideas (NAS)	0	0	2	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	2	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DELAWARE COUNTY SILENT READING TEST OF LANGUAGE SKILLS #132 Organization of Ideas (NAS)	0	0	2	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P G P P
DELAWARE COUNTY SILENT READING TEST OF LANGUAGE SKILLS #14 Interpretation of Ideas (NAS)	0	1	2	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P G P P
DELAWARE COUNTY SILENT READING TEST OF LANGUAGE SKILLS #14 Organization of Ideas (NAS)	0	1	2	0	0	0	0	1	2	0	1	1	1	0	1	1	0	1	2	2	0	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DENVER PUBLIC SCHOOLS READING INVENTORY Oral Reading Selection Oral Comprehension (DPS)	1	1	2	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	2	0	1	1	0	1	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
DENVER PUBLIC SCHOOLS READING INVENTORY Silent Comprehension (DPS)	1	1	2	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	2	0	1	1	0	1	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
DENVER PUBLIC SCHOOLS READING INVENTORY Total Comprehension (DPS)	1	2	2	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	2	0	1	1	0	1	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
DIAGNOSTIC READING SCALES Checklist of Reading Difficulties Silent Reading (CTB)	0	1	2	0	0	0	0	0	1	0	1	1	0	0	1	1	1	1	2	0	0	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DIAGNOSTIC READING SCALES Reading Passages Independent Level (CTB)	1	1	2	0	1	2	0	0	2	0	1	1	1	0	1	1	1	1	2	0	0	1	0	0	0	1	0	0	1	1	0	0	0	0	0	0	P F P P
DIAGNOSTIC READING SCALES Reading Passages Oral Comprehension (CTB)	1	1	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	0	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
DIAGNOSTIC READING SCALES Reading Passages Rate of Silent Reading (CTB)	1	0	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	0	1	2	0	0	1	0	0	1	0	0	0	0	1	0	0	P F P P
DIAGNOSTIC READING SCALES Reading Passages Silent Comprehension (CTB)	1	1	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	0	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DIAGNOSTIC READING TEST Silent Reading Test for Establishing Level of Comprehension (MPC)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
DIAGNOSTIC READING TESTS Paragraph Meaning (BMC)	1	1	2	0	0	0	0	1	1	0	1	1	1	1	0	1	1	1	2	2	1	1	1	0	0	0	0	0	1	0	0	0	0	1	0	0	P F P P
DIAGNOSTIC READING TESTS Speed (BMC)	1	0	2	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	2	2	1	1	1	0	0	0	0	0	1	0	0	0	0	1	0	0	P G P P
DIAGNOSTIC READING TESTS, SURVEY SECTION: K-4, BOOKLET III Comprehension (CDRT)	0	1	2	0	0	0	0	0	1	0	1	0	0	1	1	1	1	1	2	2	1	1	2	0	1	0	0	0	1	0	0	0	0	0	1	1	P F F P
DIAGNOSTIC READING TESTS, SURVEY SECTION: LOWER LEVEL Comprehension (CDRT)	1	1	2	0	0	0	0	1	1	0	1	0	0	1	1	1	1	1	2	2	1	1	2	0	1	1	0	0	1	0	0	0	0	0	3	2	P F F P
DIAGNOSTIC READING TESTS, SURVEY SECTION: LOWER LEVEL Story Comprehension (CDRT)	1	1	2	0	0	0	0	1	1	0	1	0	0	1	0	1	1	0	2	2	1	1	2	0	1	1	0	0	1	0	0	0	0	0	2	2	P F F P
DIAGNOSTIC READING TESTS, SURVEY SECTION: LOWER LEVEL Story Reading (CDRT)	1	0	2	0	0	0	0	1	1	0	1	0	0	0	1	1	1	1	2	2	1	1	2	0	1	0	0	0	1	0	0	0	0	0	3	1	P F F P
DIAGNOSTIC READING TESTS, SURVEY SECTION: LOWER LEVEL Total (CDRT)	1	1	1	0	0	0	0	1	1	0	0	0	0	1	0	1	1	1	2	2	1	0	2	0	1	0	0	0	1	0	0	0	0	0	1	1	P F P P
DOREN DIAGNOSTIC READING TEST OF WORD RECOGNITION Beginning Sounds (AGS)	2	1	1	0	0	0	0	0	2	0	1	1	0	1	1	1	1	1	2	2	1	1	2	1	0	0	0	0	1	2	0	0	0	0	0	0	P F F P
DOREN DIAGNOSTIC READING TEST OF WORD RECOGNITION Blending (AGS)	2	1	2	0	0	0	0	0	1	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	0	0	0	0	1	2	0	0	0	0	0	0	P F F P
DOREN DIAGNOSTIC READING TEST OF WORD RECOGNITION Discriminate Guessing (AGS)	2	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	2	1	1	0	1	0	0	0	0	1	2	0	0	0	0	0	0	P G F P
DURRELL ANALYSIS OF READING DIFFICULTY Check List of Instructional Needs - Intermediate Reading Level (HBJ)	0	1	0	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DURRELL ANALYSIS OF READING DIFFICULTY Oral Reading Comprehension (HBJ)	0	1	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DURRELL ANALYSIS OF READING DIFFICULTY Silent Reading Comparison with Oral Reading (HBJ)	0	0	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DURRELL ANALYSIS OF READING DIFFICULTY Silent Reading Comprehension (HBJ)	0	0	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	0	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DURRELL ANALYSIS OF READING DIFFICULTY Silent Reading Eye Movements (HBJ)	0	0	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	[illegible]	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT					COMPREHENSION			INSTRUCTIONS			FORMAT					ADMINISTRATION					INTERPRETATION						RELIABILITY						
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational	CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence	POWER/SPEED TEST	RECORDING ANSWERS	Testing Group Size	Administrator	Time	EASE OF SCORING	QUALITY OF MANUAL	Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter	CAN DECISIONS BE MADE?	Test — Retest	Internal Consistency	Alternate Form	REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	[illegible]	G F P
DURRELL ANALYSIS OF READING DIFFICULTY Silent Reading Mechanics of Silent Reading - Check List of Difficulties (HBJ)	0	0	0	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DURRELL ANALYSIS OF READING DIFFICULTY Silent Reading Time (HBJ)	0	0	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DURRELL LISTENING - READING SERIES: INTERMEDIATE LEVEL Reading Test Paragraphs (HBJ)	3	1	2	0	0	2	0	1	1	0	1	1	1	1	1	1	0	1	1	2	1	1	2	1	1	1	0	1	1	2	0	2	0	1	3	2	F F G F
DVORAK-VAN WAGENEN DIAGNOSTIC EXAMINATION OF SILENT READING ABILITIES - INTERMEDIATE DIVISION Average Verbal I.Q. (VWPERL)	0	1	1	0	0	0	0	0	1	0	0	1	1	1	0	1	1	1	2	2	1	0	2	0	1	1	0	0	1	0	0	0	0	0	0	0	P F F P
DVORAK-VAN WAGENEN DIAGNOSTIC EXAMINATION OF SILENT READING ABILITIES - INTERMEDIATE DIVISION Central Thought (VWPERL)	0	1	2	0	0	0	0	1	1	0	1	1	0	1	0	0	1	1	2	2	1	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
DVORAK-VAN WAGENEN DIAGNOSTIC EXAMINATION OF SILENT READING ABILITIES - INTERMEDIATE DIVISION Inferences (VWPERL)	0	1	2	0	0	0	0	1	1	0	1	1	0	1	0	0	1	1	2	2	1	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
DVORAK-VAN WAGENEN DIAGNOSTIC EXAMINATION OF SILENT READING ABILITIES - INTERMEDIATE DIVISION Interpretation (VWPERL)	0	1	2	0	0	0	0	1	1	0	1	1	0	1	0	0	1	1	2	2	1	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
DVORAK-VAN WAGENEN DIAGNOSTIC EXAMINATION OF SILENT READING ABILITIES - INTERMEDIATE DIVISION Rate of Comprehension (VWPERL)	0	1	2	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	2	2	1	1	2	0	0	0	0	0	1	0	0	0	0	1	0	0	P G P P
DVORAK-VAN WAGENEN DIAGNOSTIC EXAMINATION OF SILENT READING ABILITIES - INTERMEDIATE DIVISION Related Ideas (VWPERL)	0	1	2	0	0	0	0	1	1	0	1	1	0	1	0	0	1	1	2	2	1	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
DVORAK-VAN WAGENEN DIAGNOSTIC EXAMINATION OF SILENT READING ABILITIES - INTERMEDIATE DIVISION Simple Details (VWPERL)	0	1	2	0	0	0	0	1	1	0	1	1	0	1	0	0	1	1	2	2	1	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
DVORAK-VAN WAGENEN DIAGNOSTIC EXAMINATION OF SILENT READING ABILITIES - INTERMEDIATE DIVISION Total Reading Scale of 100 Tasks (VWPERL)	0	2	2	0	0	0	0	1	1	0	1	1	0	1	0	0	1	1	2	2	1	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
DVORAK-VAN WAGENEN DIAGNOSTIC EXAMINATION OF SILENT READING ABILITIES - INTERMEDIATE DIVISION Vocabulary in Context (VWPERL)	0	1	2	0	0	0	0	1	1	0	1	1	1	1	0	1	1	1	2	2	1	1	2	0	0	1	0	0	1	0	0	0	0	0	0	0	P F F P
EDUCATIONAL DEVELOPMENT SERIES - ELEMENTARY LEVEL Basic Skills (STS)	1	2	0	0	0	2	0	1	0	0	1	1	1	0	1	1	1	0	2	2	1	0	2	1	1	1	0	0	1	1	2	0	0	1	3	1	P F F P
EDUCATIONAL DEVELOPMENT SERIES - ELEMENTARY LEVEL Reading (STS)	1	2	2	0	0	2	0	1	0	0	1	1	1	1	1	1	1	0	2	2	1	1	2	1	1	1	0	0	1	1	2	2	0	1	3	1	P F F F
EDUCATIONAL DEVELOPMENT SERIES - LOWER PRIMARY Basic Skills (STS)	0	2	1	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	0	2	1	1	1	0	0	1	0	0	3	0	1	0	2	P G F P
EDUCATIONAL DEVELOPMENT SERIES - LOWER PRIMARY Reading (STS)	0	2	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	0	1	0	0	2	0	1	0	2	P G F P
EDUCATIONAL DEVELOPMENT SERIES - UPPER PRIMARY Basic Skills (STS)	0	2	1	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	2	2	1	0	2	0	1	1	0	0	1	0	0	3	0	1	2	1	P F F P
EDUCATIONAL DEVELOPMENT SERIES - UPPER PRIMARY Reading (STS)	0	2	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	0	2	0	1	1	0	0	1	0	0	3	0	1	2	2	P G F F

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADUATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-3	0-2	0-3	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-3	0-3	0-1	0-3	0-3	G-F-P
EMPORIA ELEMENTARY READING TEST (BEM)	1	1	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	0	2	2	1	1	2	0	1	1	0	0	1	1	0	2	0	1	1	1	P G F P
EMPORIA INTERMEDIATE READING TEST (BEM)	1	1	2	0	0	0	0	1	1	0	1	1	1	1	1	1	1	0	2	2	1	1	2	0	1	1	0	0	1	1	0	2	0	1	1	1	P F F P
ENGLISH PROGRESS TEST A (NFER2)	0	1	1	0	0	0	0	1	1	0	1	1	1	1	1	1	1	1	2	2	1	0	0	1	0	1	0	0	1	0	0	3	0	0	0	2	P G P P
ENGLISH PROGRESS TEST C2 (NFER2)	0	1	1	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	2	2	1	0	0	1	0	1	0	0	1	0	0	3	0	0	0	2	P F P P
ENGLISH PROGRESS TEST C3 (NFER2)	0	1	2	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	2	2	1	0	0	0	0	1	0	0	1	0	0	0	0	0	0	2	P F P P
GAP READING COMPREHENSION TEST (HEB)	1	1	1	0	0	0	0	0	1	0	0	1	0	1	1	1	1	1	2	2	1	0	1	1	0	1	0	0	1	0	0	0	0	0	0	2	P F P P
GATES-MacGINITIE READING TESTS - PRIMARY C Comprehension (TCP)	1	1	2	0	0	2	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	1	1	0	0	3	2	1	1	2	P G F F
GATES-MacGINITIE READING TESTS - PRIMARY CS (TCP)	1	1	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	1	1	0	0	0	2	1	1	2	P G F P
GATES-MacGINITIE READING TESTS - SURVEY D Comprehension (TCP)	2	1	2	0	0	1	0	1	1	0	1	1	1	1	1	1	1	0	2	2	1	1	2	1	1	1	0	1	1	0	0	3	2	1	3	2	P F F F
GATES-MacGINITIE READING TESTS - SURVEY D Speed & Accuracy Number Attempted (TCP)	2	0	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	1	1	0	0	0	1	1	3	2	P G F P
GATES-MacGINITIE READING TESTS - SURVEY D Speed & Accuracy Number Correct (TCP)	2	1	2	0	0	1	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	1	1	0	0	0	2	1	3	2	P G F F
GILMORE ORAL READING TEST Comprehension (HBJ)	3	1	2	0	0	0	0	1	2	0	0	1	1	0	1	1	1	1	2	0	1	1	0	1	1	1	1	0	1	1	0	0	1	1	0	2	P F F P
GILMORE ORAL READING TEST Rate (HBJ)	3	0	2	0	0	0	0	1	1	0	0	1	1	0	1	1	1	1	2	0	1	1	2	1	0	1	0	0	1	1	0	0	2	1	0	0	P F F P
GRAY-VOTAW-ROGERS GENERAL ACHIEVEMENT TEST - INTERMEDIATE Reading Comprehension (SV)	0	1	2	0	0	0	0	1	0	0	1	1	1	1	1	1	1	0	2	2	1	1	2	1	1	0	1	0	1	0	0	2	0	0	2	1	P F F P
GRAY-VOTAW-ROGERS GENERAL ACHIEVEMENT TEST - PRIMARY Reading: Comprehension (SV)	0	2	2	0	0	0	0	1	1	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	0	0	0	1	0	0	0	0	1	1	1	P G F P
GROUP DIAGNOSTIC READING APTITUDE AND ACHIEVEMENT TESTS Reading Test: Paragraph Understanding (CHN)	0	1	2	0	0	0	0	1	1	0	1	1	1	1	1	1	1	0	2	2	1	1	1	0	1	1	0	0	1	1	0	0	0	1	0	2	P F F P
GROUP DIAGNOSTIC READING APTITUDE AND ACHIEVEMENT TESTS Reading Test: Speed (CHN)	0	0	2	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	1	2	0	1	1	0	0	1	0	0	0	0	1	0	2	P G F P
GROUP DIAGNOSTIC READING APTITUDE AND ACHIEVEMENT TESTS Reading Test: Word Discrimination Additions and Omissions (CHN)	0	0	2	0	0	0	0	1	1	0	1	1	1	1	0	1	1	0	2	2	1	1	1	0	1	1	0	0	1	1	0	0	0	1	0	1	P F F P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	Gr.-a.
GROUP DIAGNOSTIC READING APTITUDE AND ACHIEVEMENT TESTS Reading Test: Word Discrimination Consonants (CHN)	0	0	2	0	0	0	0	1	1	0	1	1	1	1	0	1	1	0	2	2	1	1	1	0	1	1	0	0	1	1	0	0	0	1	0	1	P F F P
GROUP DIAGNOSTIC READING APTITUDE AND ACHIEVEMENT TESTS Reading Test: Word Discrimination Reversals (CHN)	0	0	2	0	0	0	0	1	1	0	1	1	1	1	0	1	1	0	2	2	1	1	1	0	1	1	0	0	1	1	0	0	0	1	0	1	P F F P
GROUP DIAGNOSTIC READING APTITUDE AND ACHIEVEMENT TESTS Reading Test: Word Discrimination Vowels (CHN)	0	0	2	0	0	0	0	1	1	0	1	1	1	1	0	1	1	0	2	2	1	1	1	0	1	1	0	0	1	1	0	0	0	1	0	1	P F F P
HOLBORN READING SCALE (GH)	0	0	2	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	2	0	1	[illegible]	2	0	0	1	1	0	1	0	0	0	0	0	0	0	P F P P
INDIVIDUAL READING TEST Reading Comprehension Test (ACER)	0	1	2	0	0	0	0	0	2	0	1	0	1	1	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
INDIVIDUAL READING TEST Speed of Reading Test (ACER)	0	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
INFORMAL READING ASSESSMENT TESTS, TEST 3 Comprehension (TNS)	0	0	2	0	0	0	0	0	2	0	1	1	0	1	1	1	1	1	2	2	1	1	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F F P
INFORMAL READING ASSESSMENT TESTS, TEST 3 Oral Reading Comprehension (TNS)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
INFORMAL READING ASSESSMENT TESTS, TEST 4 Comprehension (TNS)	0	1	2	0	0	0	0	0	1	0	1	1	1	1	0	1	1	1	1	2	1	1	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F F P
INFORMAL READING ASSESSMENT TESTS, TEST 4 Oral Reading Comprehension (TNS)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
INFORMAL READING ASSESSMENT TESTS, TEST 5 Comprehension (TNS)	0	1	2	0	0	0	0	0	1	0	1	1	1	1	1	1	1	1	2	2	1	1	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F F P
INFORMAL READING ASSESSMENT TESTS, TEST 5 Oral Reading Comprehension (TNS)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
INFORMAL READING ASSESSMENT TESTS, TEST 5 Word Attack Word Structure (TNS)	0	1	1	0	0	0	0	0	2	0	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F F P
INFORMAL READING ASSESSMENT TESTS, TEST 6 Comprehension (TNS)	0	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	1	2	1	1	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F F P
INFORMAL READING ASSESSMENT TESTS, TEST 6 Oral Reading Comprehension (TNS)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
INFORMAL READING ASSESSMENT TESTS, TEST 6 Word Attack Word Structure (TNS)	0	1	1	0	0	0	0	0	1	0	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F F P
INFORMAL READING ASSESSMENT TESTS, TEST 7 Comprehension (TNS)	0	1	2	0	0	0	0	0	1	0	1	1	1	1	1	1	1	1	1	2	1	1	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F F P
INFORMAL READING ASSESSMENT TESTS, TEST 7 Oral Reading Comprehension (TNS)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-3	0-2	0-3	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1*	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
INFORMAL READING ASSESSMENT TESTS, TEST 7 Word Attack Word Structure (TNS)	0	1	1	0	0	0	0	0	1	0	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F F P
INVENTORY-SURVEY TEST FOR INTERMEDIATE GRADES Paragraph Meaning (SFC)	1	2	2	0	0	0	0	1	1	0	1	1	0	0	1	1	1	1	2	2	1	1	2	0	1	0	0	1	1	1	0	0	0	0	0	0	P F F P
INVENTORY-SURVEY TEST FOR INTERMEDIATE GRADES Word Analysis (SFC)	1	1	2	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	1	2	0	1	0	0	1	1	1	0	0	0	0	0	0	P G F P
INVENTORY-SURVEY TEST FOR INTERMEDIATE GRADES Word Meaning (SFC)	1	1	2	0	0	0	0	1	0	0	1	1	1	1	1	1	1	1	2	2	1	1	2	0	1	0	0	1	1	1	0	0	0	0	0	0	P F F P
INVENTORY-SURVEY TEST FOR PRIMARY GRADES Paragraph Meaning (SFC)	1	1	2	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	1	1	0	2	0	1	0	0	0	1	0	0	0	0	0	0	0	P G P P
INVENTORY-SURVEY TEST FOR PRIMARY GRADES Scrutiny (SFC)	1	0	1	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	1	1	0	2	0	1	0	0	0	1	0	0	0	0	0	0	0	P G P P
INVENTORY-SURVEY TEST FOR PRIMARY GRADES Sentence Meaning (SFC)	1	0	2	0	0	0	0	1	1	0	1	1	1	1	1	1	1	1	2	1	1	0	2	0	1	0	0	0	1	0	0	0	0	0	0	0	P G P P
INVENTORY-SURVEY TEST FOR PRIMARY GRADES Total Score (SFC)	1	1	2	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	1	0	2	0	1	1	0	0	1	0	0	0	0	0	3	2	P F P P
IOWA TESTS OF BASIC SKILLS, FORMS 1-4, GRADE 3 Reading Comprehension (HMC)	3	2	2	0	0	0	0	1	1	0	1	1	1	1	0	1	1	0	2	2	1	0	2	1	1	1	0	1	1	2	2	2	2	1	3	2	P F G G
IOWA TESTS OF BASIC SKILLS, FORMS 1-4, GRADE 4 Reading Comprehension (HMC)	3	2	2	0	0	0	0	1	2	0	1	1	1	1	0	1	1	0	2	2	1	0	2	1	1	1	0	1	1	2	2	3	2	1	3	2	P F G G
IOWA TESTS OF BASIC SKILLS, PRIMARY, FORMS 5 AND 6 - LEVEL 8 Reading Comprehension (HMC)	3	2	2	0	0	0	0	1	2	1	1	1	1	0	1	0	1	1	2	2	1	1	2	1	1	0	0	0	1	1	0	0	0	0	3	2	P G F P
IOWA TESTS OF BASIC SKILLS, FORMS 5 AND 6, LEVEL 9 Reading Comprehension (HMC)	3	2	2	0	0	0	0	1	1	0	1	1	1	1	0	1	1	1	2	2	1	0	2	1	1	1	0	1	1	2	2	3	0	1	3	2	P F G F
IOWA TESTS OF BASIC SKILLS, FORMS 5 AND 6, LEVEL 10 Reading Comprehension (HMC)	3	2	2	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	2	2	1	0	2	1	1	1	0	1	1	2	2	3	0	1	3	2	P G G F
KINGSTON TEST OF SILENT READING (GH)	0	1	2	0	0	2	0	1	1	0	1	1	1	1	0	1	1	1	1	2	1	1	1	1	0	1	1	1	1	0	0	3	0	1	1	2	P F F P
McGRATH TEST OF READING SKILLS Oral Reading Rates (MPC)	0	0	2	0	0	0	0	0	2	0	1	1	0	0	0	1	1	1	2	0	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
McGRATH TEST OF READING SKILLS Silent Reading Rates (MPC)	0	0	2	0	0	0	0	0	2	0	1	1	0	0	0	1	1	1	2	0	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
METROPOLITAN ACHIEVEMENT TESTS - ELEMENTARY Reading (HBJ)	3	2	2	0	0	2	0	1	2	0	1	1	1	1	1	1	1	0	2	2	1	1	2	1	1	0	0	1	1	2	0	3	0	1	3	2	F G G F
METROPOLITAN ACHIEVEMENT TESTS - PRIMARY II Reading (HBJ)	3	2	2	0	0	1	0	1	2	0	1	1	1	1	1	1	1	0	2	2	1	1	2	1	1	0	0	1	1	2	0	3	0	1	1	2	F G G P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-3	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-3	0-3	0-1	0-3	0-2	G-F-P
MONROE'S STANDARDIZED SILENT READING TEST - TEST I Comprehension (BMC)	0	1	2	0	0	0	0	1	2	0	1	1	1	1	0	0	1	0	2	2	1	1	2	0	1	1	0	0	1	0	0	0	0	1	0	2	P F F P
MONROE'S STANDARDIZED SILENT READING TEST - TEST I Rate (BMC)	0	0	2	0	0	0	0	1	2	0	1	1	1	1	0	0	0	1	2	2	1	1	2	0	1	0	0	0	1	0	0	0	0	1	0	2	P F F P
NATIONAL ACHIEVEMENT TESTS - MUNICIPAL TESTS FOR GRADES 3-6 Reading Test (PA)	0	1	2	0	0	0	0	1	0	0	0	1	1	1	0	1	1	0	2	2	1	1	1	0	1	1	0	0	1	0	0	0	0	1	0	0	P F F P
NATIONAL ACHIEVEMENT TESTS - READING COMPREHENSION TEST FOR GRADES 4-9 (PA)	1	1	1	0	0	0	0	1	0	0	1	1	1	1	0	1	1	0	2	2	1	1	2	1	1	0	0	0	1	0	0	0	0	1	3	1	P F F P
NATIONAL ACHIEVEMENT TESTS FOR GRADES 3-8 Reading Comprehension Test (PA)	0	2	2	0	0	0	0	1	1	0	1	1	1	1	0	0	1	1	2	2	1	1	2	0	0	1	0	0	1	0	0	0	0	0	0	0	P F F P
NEALE ANALYSIS OF READING ABILITY Comprehension of Reading (NFER)	0	1	2	0	0	0	0	0	1	0	1	1	0	0	1	0	1	1	2	0	1	1	0	1	0	1	0	0	1	0	0	0	0	0	0	2	P F P P
NELSON READING TEST Paragraph Comprehension (HMC)	2	2	2	0	0	1	0	1	1	0	1	1	1	1	0	1	1	0	2	2	1	1	2	1	1	1	0	1	1	1	0	0	2	1	2	2	P F G P
PEABODY INDIVIDUAL ACHIEVEMENT TEST Reading Comprehension (AGS)	2	1	2	0	0	1	0	1	2	0	1	1	1	1	1	1	1	1	2	0	1	1	2	1	1	1	1	1	1	1	2	0	0	0	1	2	P G F P
PROGRESSIVE ACHIEVEMENT TESTS Reading Comprehension (ACER)	3	1	2	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	2	2	1	0	2	1	1	1	0	0	1	2	0	3	2	1	2	2	F G F F
PROGRESSIVE ACHIEVEMENT TESTS, READING COMPREHENSION - PART 2 (NZCER)	2	2	2	0	0	2	0	1	2	1	1	1	1	1	1	1	1	1	2	2	1	0	2	1	1	0	0	0	1	2	0	2	2	1	1	2	F G F F
PROGRESSIVE ACHIEVEMENT TESTS, READING COMPREHENSION - PART 3 (NZCER)	2	2	2	0	0	2	0	1	2	1	1	1	1	1	1	1	1	1	2	2	1	0	2	1	1	0	0	0	1	2	0	3	2	1	1	2	F G F F
PUBLIC SCHOOL ACHIEVEMENT TESTS Reading (BMC)	1	1	2	0	0	0	0	1	1	0	1	1	1	0	0	0	1	1	2	2	1	0	0	0	1	0	1	0	1	1	0	0	0	1	0	1	P F P P
PUPIL PROGRESS SERIES DIAGNOSTIC READING - ELEMENTARY Rate (STS)	1	0	2	1	0	0	0	1	2	0	1	1	1	0	0	1	1	1	2	2	1	1	1	1	1	1	0	0	1	1	0	3	0	1	1	2	P F F P
PUPIL PROGRESS SERIES DIAGNOSTIC READING - PRIMARY LEVEL II Comprehension (STS)	1	1	2	0	0	1	0	1	2	0	1	1	1	1	1	1	1	0	2	2	1	1	2	1	1	1	0	0	1	1	0	2	0	1	2	2	P G F P
PUPIL PROGRESS SERIES DIAGNOSTIC READING - PRIMARY LEVEL II Rate (STS)	1	0	2	1	0	0	0	1	2	0	1	1	1	0	0	1	1	1	2	2	1	1	2	1	1	1	0	0	1	1	0	2	0	1	1	2	P F F P
READING TEST AD (NFER2)	0	0	2	0	0	0	0	1	1	0	1	1	1	1	0	1	1	0	2	2	1	1	2	0	0	1	1	0	1	0	0	0	0	1	0	2	P F F P
READING TEST BD (NFER2)	0	0	2	0	0	0	0	1	1	0	1	1	1	1	0	1	1	0	2	2	1	1	2	0	0	1	1	0	1	0	0	3	0	1	0	2	P F F P
SILENT READING TEST A (NFER)	0	1	2	0	0	0	0	1	1	0	1	1	1	1	0	1	1	1	1	2	1	1	0	0	0	1	0	0	1	0	0	0	0	0	0	0	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-3	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
SILENT READING TEST B (NFER)	0	1	2	0	0	0	0	1	0	0	1	1	1	1	0	1	0	1	1	2	1	1	1	0	0	0	0	0	1	0	0	0	0	1	0	0	P F P P
SIMPLE PROSE READING TEST Comprehension (NFER)	0	1	2	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
SRA ASSESSMENT SURVEY, ACHIEVEMENT SERIES - BLUE LEVEL Reading Comprehension (SRA)	2	2	2	0	0	2	0	1	1	1	1	1	1	1	0	1	1	0	2	2	1	0	2	1	1	1	0	1	1	1	0	2	0	1	3	2	F F F F
SRA ASSESSMENT SURVEY, ACHIEVEMENT SERIES - PRIMARY I Reading (SRA)	2	1	1	0	0	0	0	1	2	1	1	1	1	1	0	1	1	1	2	2	1	1	2	1	1	1	0	1	1	1	0	3	0	0	0	2	P G G P
STANDARD READING INVENTORY Oral Performance Oral Recall (BERS)	2	0	1	0	0	0	0	1	1	0	1	1	0	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
STANDARD READING INVENTORY Silent Performance Silent Recall (BERS)	2	0	1	0	0	0	0	1	1	0	1	1	0	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
STANDARD READING INVENTORY Silent Performance Speed (Seconds) (BERS)	2	0	2	0	0	0	0	1	1	0	1	1	0	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	P F P P
STANDARD READING INVENTORY SRI Check List of Reading Habits Silent Reading (BERS)	0	0	1	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
STANDARD READING TESTS Graded Test of Reading Experience (ACER)	0	1	2	0	0	0	0	0	1	0	1	1	1	0	0	0	0	1	2	2	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
STANDARD READING TESTS Silent Prose-Reading and Comprehension Test (ACER)	0	0	2	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	2	0	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
STANDARD READING TESTS Standard Test of Reading Skill (ACER)	1	1	2	0	0	0	0	0	0	0	0	1	0	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	2	0	0	0	0	0	0	P P P P
STANFORD ACHIEVEMENT TEST - INTERMEDIATE LEVEL I Reading Comprehension (HBJ)	3	2	2	0	0	0	0	1	1	2	1	1	1	1	1	1	1	0	2	2	1	1	2	1	1	1	0	1	1	2	0	0	0	1	3	2	P G G P
STANFORD ACHIEVEMENT TEST - INTERMEDIATE LEVEL I Total Reading (HBJ)	3	2	1	0	0	0	0	1	2	2	1	1	1	1	1	1	1	0	2	2	1	0	2	1	1	1	0	1	1	2	0	0	0	1	3	2	P G G P
STANFORD ACHIEVEMENT TEST - PRIMARY LEVEL II Reading: Part B (HBJ)	3	1	2	0	0	0	0	1	1	1	1	1	1	1	1	1	1	0	2	2	1	1	2	1	1	1	0	1	1	2	0	3	0	1	1	2	P G G P
STANFORD ACHIEVEMENT TEST - PRIMARY LEVEL III Reading Comprehension (HBJ)	3	2	2	0	0	0	0	1	2	2	1	1	1	1	1	1	1	0	2	2	1	1	2	1	1	1	0	1	1	2	0	3	0	1	1	2	P G G P
STANFORD ACHIEVEMENT TEST - PRIMARY LEVEL III Total Reading (HBJ)	3	2	1	0	0	0	0	1	2	2	1	1	1	1	1	1	1	0	2	2	1	0	2	1	1	1	0	1	1	2	0	2	0	1	3	2	P G G F
STANFORD DIAGNOSTIC READING TEST - LEVEL I Reading Comprehension (HBJ)	2	1	2	0	0	1	0	1	2	0	1	1	1	1	1	1	0	1	2	2	1	1	2	1	1	1	0	0	1	2	0	3	0	1	0	2	P G G P
STANFORD DIAGNOSTIC READING TEST - LEVEL II Rate of Reading (HBJ)	2	1	2	0	0	0	0	1	1	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	0	1	2	0	0	0	1	1	2	P G G P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-P
STANFORD DIAGNOSTIC READING TEST - LEVEL II Reading Comprehension Literal (HBJ)	2	1	2	0	0	0	0	1	1	0	1	1	1	1	0	1	0	1	2	2	1	1	2	1	1	1	0	0	1	2	0	0	0	1	3	2	P F G P
STANFURD DIAGNOSTIC READING TEST - LEVEL II Reading Comprehension Total (HBJ)	2	1	1	0	0	0	0	1	1	0	1	1	1	1	0	1	0	1	2	2	1	1	2	1	1	1	0	0	1	2	0	0	0	1	3	2	P F G P
SUCHER-ALLRED READING PLACEMENT INVENTORY Oral Reading Comprehension (EC)	1	2	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
SURVEY OF PRIMARY READING DEVELOPMENT - FORM C OR D (ETS)	1	1	1	0	0	1	0	0	1	0	1	1	1	0	1	1	1	1	1	2	1	1	2	1	1	1	0	0	1	2	0	2	0	0	3	1	P F G P
TEST OF INDIVIDUAL NEEDS IN READING Comprehension (MRP)	1	1	2	0	0	0	0	0	1	0	1	1	1	1	0	0	1	1	2	2	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
TEST OF INDIVIDUAL NEEDS IN READING Silent Reading Speed (MRP)	1	0	2	0	0	0	0	0	1	0	1	1	1	1	0	0	1	1	2	2	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
TEST OF READING AND NUMBER, INTER-AMERICAN SERIES Reading (GTA)	0	1	2	0	0	0	0	1	2	0	1	1	1	1	1	0	1	0	2	2	1	1	2	0	1	0	0	0	1	0	0	0	0	1	3	0	P F F P
TEST OF READING AND NUMBER, INTER-AMERICAN SERIES Total (GTA)	0	1	0	0	0	0	0	1	2	0	1	1	1	1	1	0	1	0	2	2	1	1	2	0	1	0	0	0	1	0	0	0	0	1	3	0	P F F P
TEST OF READING, INTER-AMERICAN SERIES: LEVEL 2 Level of Comprehension (GTA)	1	1	2	0	0	2	0	1	0	0	1	1	1	1	0	0	1	0	2	2	1	1	2	0	1	0	0	0	1	0	0	0	2	1	1	1	P F F P
TEST OF READING, INTER-AMERICAN SERIES: LEVEL 2 Speed of Comprehension (GTA)	1	1	2	0	0	1	0	1	1	0	1	1	1	0	0	0	1	1	2	2	1	1	2	0	1	0	0	0	1	0	0	0	2	1	0	1	P F F P
TEST OF READING, INTER-AMERICAN SERIES: LEVEL 2 Total (GTA)	1	1	2	0	0	2	0	1	1	0	1	1	1	1	0	0	1	0	2	2	1	1	2	0	1	0	0	0	1	0	0	0	2	1	0	1	P F F P
TEST OF READING, INTER-AMERICAN SERIES: LEVEL 3 Level of Comprehension (GTA)	1	1	2	0	0	2	0	1	0	0	1	1	1	1	0	1	0	1	2	2	1	1	2	0	1	0	0	0	1	0	0	0	0	1	0	1	P F F P
TEST OF READING, INTER-AMERICAN SERIES: LEVEL 3 Speed of Comprehension (GTA)	1	1	2	0	0	2	0	1	0	0	1	1	1	1	1	1	1	1	2	2	1	1	2	0	1	0	0	0	1	0	0	0	0	1	0	1	P F F P
VAN WAGENEN ANALYTICAL READING SCALES - INTERMEDIATE DIVISION Central Thought (VWPERL)	0	1	2	0	0	0	0	1	1	0	1	1	0	1	0	0	1	1	2	2	1	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
VAN WAGENEN ANALYTICAL READING SCALES - INTERMEDIATE DIVISION Inferences (VWPERL)	0	1	2	0	0	0	0	1	1	0	1	1	0	1	0	0	1	1	2	2	1	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
VAN WAGENEN ANALYTICAL READING SCALES - INTERMEDIATE DIVISION Interpretation (VWPERL)	0	1	2	0	0	0	0	1	1	0	1	1	0	1	0	0	1	1	2	2	1	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
VAN WAGENEN ANALYTICAL READING SCALES - INTERMEDIATE DIVISION Related Ideas (VWPERL)	0	1	2	0	0	0	0	1	1	0	1	1	0	1	0	0	1	1	2	2	1	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
VAN WAGENEN ANALYTICAL READING SCALES - INTERMEDIATE DIVISION Simple Details (VWPERL)	0	1	2	0	0	0	0	1	1	0	1	1	0	1	0	0	1	1	2	2	1	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
VAN WAGENEN ANALYTICAL READING SCALES - INTERMEDIATE DIVISION Total Scale of 100 Tasks (VWPERL)	0	2	2	0	0	0	0	1	1	0	1	1	0	1	0	0	1	1	2	2	1	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
WIDE-SPAN READING TEST (TNS)	0	0	2	0	0	0	0	1	0	0	1	0	1	1	1	1	1	0	2	2	1	1	1	1	1	0	1	0	1	1	0	0	3	0	3	2	P F F F
WILLIAMS PRIMARY READING TEST - PRIMARY II (BMC)	1	1	1	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	2	2	1	1	2	1	1	0	0	0	1	0	0	0	0	1	0	1	P G F P
WILLIAMS READING TEST (FOR GRADES 4 TO 9) (BMC)	1	2	2	0	0	0	0	1	1	0	0	1	1	1	0	0	1	0	2	2	1	1	0	0	0	1	0	0	1	1	0	0	0	1	0	2	P F P P
WOODCOCK READING MASTERY TESTS Passage Comprehension (AGS)	2	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	0	1	1	0	1	1	0	1	0	0	0	0	0	2	P F P P
INVENTORY-SURVEY TEST FOR INTERMEDIATE GRADES Sentence Meaning (SFC)	1	1	2	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	2	2	1	1	2	0	1	0	0	1	1	1	0	0	0	0	0	0	P F F P
31. READING INTERPRETATION AND CRITICISM																																					
31A. Oral Reading																																					
DENVER PUBLIC SCHOOLS READING INVENTORY Inventory Analysis - Teacher Observation (DPS)	1	0	1	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	2	0	1	1	0	1	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
DIAGNOSTIC READING SCALES Check List of Reading Difficulties Oral Reading (CTB)	0	1	2	0	0	0	0	0	1	0	1	1	0	0	1	1	1	1	2	0	0	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DIAGNOSTIC READING SCALES Reading Passages Instructional Level (CTB)	1	1	1	0	1	2	0	0	2	0	1	1	1	0	1	1	1	1	2	0	0	1	0	0	0	1	0	0	1	1	0	0	0	0	0	0	P F P P
DIAGNOSTIC READING SCALES Reading Passages Oral Errors (CTB)	1	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	0	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DIAGNOSTIC READING TEST Oral Paragraph Reading Ability (MPC)	0	1	2	0	0	0	0	0	1	0	1	0	0	0	0	1	1	1	2	0	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
DURRELL ANALYSIS OF READING DIFFICULTY Check List of Instructional Needs - Primary Reading Level (HBJ)	0	1	0	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DURRELL ANALYSIS OF READING DIFFICULTY Oral Reading Errors (HBJ)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DURRELL ANALYSIS OF READING DIFFICULTY Oral Reading General Reading Habits - Check List of Difficulties (HBJ)	0	0	1	0	0	0	0	0	1	0	1	1	0	0	1	1	1	1	2	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DURRELL ANALYSIS OF READING DIFFICULTY Oral Reading Phrase Reading - Check List of Difficulties (HBJ)	0	1	2	0	0	0	0	0	1	0	1	1	0	0	1	1	1	1	2	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DURRELL ANALYSIS OF READING DIFFICULTY Oral Reading Time (HBJ)	0	0	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
DURRELL ANALYSIS OF READING DIFFICULTY Oral Reading Voice, Enunciation, Expression - Check List of Difficulties (HBJ)	0	0	2	0	0	0	0	0	1	0	1	1	0	0	1	1	1	1	2	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DURRELL ANALYSIS OF READING DIFFICULTY Oral Reading Word Skills in Oral Reading - Check List of Difficulties (HBJ)	0	1	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
FISHER-LOGEMANN TEST OF ARTICULATION COMPETENCE Sentence Articulation Test Manner of Formation (HMC)	3	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
FISHER-LOGEMANN TEST OF ARTICULATION COMPETENCE Sentence Articulation Test Place of Articulation (HMC)	3	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
FISHER-LOGEMANN TEST OF ARTICULATION COMPETENCE Sentence Articulation Test Voicing (HMC)	3	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
GATES-McKILLOP READING DIAGNOSTIC TESTS Oral Reading Analysis of Mispronunciations (TCP)	0	0	2	0	0	0	0	0	0	0	0	1	1	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
GATES-McKILLOP READING DIAGNOSTIC TESTS Oral Reading Analysis of Mispronunciations - Full Reversals (TCP)	0	0	2	0	0	0	0	0	0	0	0	1	1	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
GATES-McKILLOP READING DIAGNOSTIC TESTS Oral Reading Analysis of Mispronunciations - Reversals of Parts (TCP)	0	0	2	0	0	0	0	0	0	0	0	1	1	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
GATES-McKILLOP READING DIAGNOSTIC TESTS Oral Reading Analysis of Mispronunciations - Total Wrong Order (E+F) (TCP)	0	0	2	0	0	0	0	0	0	0	0	1	1	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
GATES-McKILLOP READING DIAGNOSTIC TESTS Oral Reading Analysis of Mispronunciations - Wrong Beginnings (TCP)	0	0	2	0	0	0	0	0	0	0	0	1	1	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
GATES-McKILLOP READING DIAGNOSTIC TESTS Oral Reading Analysis of Mispronunciations - Wrong Endings (TCP)	0	0	2	0	0	0	0	0	0	0	0	1	1	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
GATES-McKILLOP READING DIAGNOSTIC TESTS Oral Reading Analysis of Mispronunciations - Wrong Middles (TCP)	0	0	2	0	0	0	0	0	0	0	0	1	1	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
GATES-McKILLOP READING DIAGNOSTIC TESTS Oral Reading Analysis of Mispronunciations - Wrong Several Parts (TCP)	0	0	2	0	0	0	0	0	0	0	0	1	1	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
GATES-McKILLOP READING DIAGNOSTIC TESTS Oral Reading Analysis of Total Errors (TCP)	0	0	2	0	0	0	0	0	0	0	0	1	1	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
GATES-McKILLOP READING DIAGNOSTIC TESTS Oral Reading Analysis of Total Errors - Additions, Words (TCP)	0	0	2	0	0	0	0	0	0	0	0	1	1	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
GATES-McKILLOP READING DIAGNOSTIC TESTS Oral Reading Analysis of Total Errors - Mispronunciations (G Through K) (TCP)	0	0	2	0	0	0	0	0	0	0	0	1	1	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
GATES-McKILLOP READING DIAGNOSTIC TESTS Oral Reading Analysis of Total Errors - Omissions, Words (TCP)	0	0	2	0	0	0	0	0	0	0	0	1	1	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
GATES-McKILLOP READING DIAGNOSTIC TESTS Oral Reading Analysis of Total Errors - Repetitions (TCP)	0	0	2	0	0	0	0	0	0	0	0	1	1	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest?	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-2	0-1	0-2	0-3	0-3	0-3	0-1	0-3	0-2	[illegible]
GATES-McKILLOP READING DIAGNOSTIC TESTS Oral Reading Total Score (TCP)	0	1	2	0	0	0	0	0	0	0	0	1	1	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
GILMORE ORAL READING TEST Accuracy (HBJ)	3	2	2	0	0	0	0	1	1	0	0	1	1	0	1	1	1	1	2	0	1	1	0	1	1	1	1	0	1	1	0	0	3	1	0	2	P F F F
GRAY ORAL READING TEST (SV)	3	2	2	0	0	0	0	1	2	0	0	1	1	0	1	1	1	1	2	0	1	1	1	0	1	0	1	0	1	1	0	0	0	0	0	1	P F P P
INFORMAL READING ASSESSMENT TESTS, TEST 3 Oral Reading Vocabulary (TNS)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
INFORMAL READING ASSESSMENT TESTS, TEST 4 Oral Reading Vocabulary (TNS)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
INFORMAL READING ASSESSMENT TESTS, TEST 5 Oral Reading Vocabulary (TNS)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
INFORMAL READING ASSESSMENT TESTS, TEST 6 Oral Reading Vocabulary (TNS)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
INFORMAL READING ASSESSMENT TESTS, TEST 7 Oral Reading Vocabulary (TNS)	0	1	2	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
McGRATH TEST OF READING SKILLS Oral Paragraph Reading (MPC)	0	1	2	0	0	0	0	0	2	0	1	1	0	0	0	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
NEALE ANALYSIS OF READING ABILITY Qualitative Assessment General Reading Habits (NFER)	0	0	1	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	0	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
NEALE ANALYSIS OF READING ABILITY Rate of Reading (NFER)	0	0	2	0	0	0	0	0	1	0	1	1	0	0	1	0	1	1	2	0	1	1	2	1	0	1	0	0	1	0	0	0	0	0	0	2	P F P P
ORAL WORD-RECOGNITION TEST (MPC)	0	0	2	0	0	0	0	1	2	0	1	0	0	0	0	0	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
READING CLASSIFICATION TEST (ACER)	1	1	2	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	2	0	1	1	0	0	1	0	0	0	1	1	0	0	0	0	0	1	P F P P
SIMPLE PROSE READING TEST Speed (NFER)	0	0	2	0	0	0	0	1	1	0	1	1	0	0	1	1	1	1	2	0	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
SIMPLE PROSE READING TEST Word Recognition (NFER)	0	1	2	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
STANDARD READING INVENTORY Oral Performance Speed (Seconds) (BERS)	2	0	2	0	0	0	0	1	1	0	1	1	0	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
STANDARD READING INVENTORY Oral Performance Total Errors (BERS)	2	0	2	0	0	0	0	1	1	0	1	1	0	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
STANDARD READING INVENTORY Oral Performance Word Recognition Errors (BERS)	2	0	2	0	0	0	0	1	1	0	1	1	0	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent / Factorial	Experimental/ Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-F-P
STANDARD READING INVENTORY SRI Check List of Reading Habits Oral Reading (BERS)	0	1	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
STANDARDIZED ORAL READING CHECK TESTS Set II Errors (BMC)	0	1	2	0	0	0	0	0	1	0	1	1	0	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
STANDARDIZED ORAL READING CHECK TESTS Set II Rate (BMC)	0	1	2	0	0	0	0	0	1	0	1	1	0	0	1	1	1	1	2	0	1	1	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
STANDARDIZED ORAL READING CHECK TESTS Set III Errors (BMC)	0	1	2	0	0	0	0	0	0	0	1	1	0	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
STANDARDIZED ORAL READING CHECK TESTS Set III Rate (BMC)	0	1	2	0	0	0	0	0	0	0	1	1	0	0	1	1	1	1	2	0	1	1	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
STANDARDIZED ORAL READING PARAGRAPHS (BMC)	0	2	2	0	0	0	0	0	1	0	1	1	0	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
SUCHER-ALLRED READING PLACEMENT INVENTORY Oral Reading Word Recognition (EC)	1	0	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
SUCHER-ALLRED READING PLACEMENT INVENTORY Word Recognition (EC)	1	0	2	0	0	0	0	0	2	0	1	0	0	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
TEST OF INDIVIDUAL NEEDS IN READING Basic Reading Level (MRP)	1	2	2	0	0	0	0	0	1	0	1	1	1	1	0	0	1	1	2	2	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
TEST OF INDIVIDUAL NEEDS IN READING Oral Reading Summary (MRP)	1	2	2	0	0	0	0	0	1	0	1	1	1	1	0	0	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
IIB. Reading Interpretation																																					
A LOOK AT LITERATURE Part I (ETS)	2	1	1	0	0	0	0	1	1	0	1	1	1	1	0	1	1	1	2	2	1	1	2	1	1	0	0	0	1	1	0	0	0	0	0	2	P F F P
A LOOK AT LITERATURE Part II (ETS)	2	1	1	0	0	0	0	1	0	0	1	1	1	1	0	1	0	1	2	2	1	1	2	1	1	0	0	0	1	1	0	0	0	0	0	2	P F F P
A LOOK AT LITERATURE Total (ETS)	2	1	1	0	0	0	0	1	0	0	1	1	1	1	0	1	0	1	2	2	1	0	2	1	1	0	0	0	1	1	0	0	0	0	0	2	P F F P
DELAWARE COUNTY SILENT READING TEST OF LANGUAGE SKILLS #131 Interpretation of Ideas (NAS)	0	1	1	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	2	2	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DELAWARE COUNTY SILENT READING TEST OF LANGUAGE SKILLS #132 Interpretation of Ideas (NAS)	0	1	2	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	2	2	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
STANDARD READING INVENTORY Total Interpretation (BERS)	0	1	2	0	0	0	0	1	1	0	1	1	0	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
STANFORD DIAGNOSTIC READING TEST - LEVEL II Reading Comprehension Inferential (HBJ)	2	1	2	0	0	0	0	1	1	0	1	1	1	1	0	1	0	1	2	2	1	1	2	1	1	1	0	0	1	2	0	0	0	1	3	2	P F G P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustrations & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
31C. Critical Reading																																					
32. VALUING LITERATURE AND LANGUAGE																																					
EDUCATIONAL DEVELOPMENT SERIES - LOWER PRIMARY School Interests English (STS)	0	0	2	0	0	0	0	1	1	0	1	1	1	1	0	1	1	1	1	2	1	1	2	0	0	0	0	0	2	0	0	0	0	1	0	0	P F P P
EDUCATIONAL DEVELOPMENT SERIES - UPPER PRIMARY School Interests English (STS)	0	0	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	2	0	0	0	0	0	1	0	0	0	0	1	0	0	P G P P
32A. Response to Literature and Language																																					
DURRELL ANALYSIS OF READING DIFFICULTY Silent Reading Response to Imagery Questions (HBJ)	0	0	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	1	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
32B. Personal Use of Reading and Language Skills																																					
EDUCATIONAL DEVELOPMENT SERIES - ELEMENTARY LEVEL My Favorite School Subjects English (STS)	0	0	2	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	2	2	1	1	2	1	0	0	0	0	1	1	0	0	0	0	0	0	P F F P
INTEREST INVENTORY FOR ELEMENTARY GRADES Reading (CPS)	1	0	2	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	2	1	1	1	0	0	0	0	0	1	0	0	0	0	1	0	0	P F P P
RELIGION AND ETHICS																																					
33. UNDERSTANDING RELIGION																																					
33A. Knowledge of Own Religion																																					
33B. Knowledge of Religions of the World																																					
34. PERSONAL ETHICS AND RELIGIOUS BELIEF																																					
DETROIT ADJUSTMENT INVENTORY - DELTA FORM Community - Ethical (BMC)	0	0	1	0	0	0	0	0	1	0	0	1	0	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
DETROIT ADJUSTMENT INVENTORY - DELTA FORM Reaction Ethical - Total (BMC)	0	0	1	0	0	0	0	0	1	0	0	1	0	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	1	1	[illegible]	0	0	0	0	0	P F P P
34A. Ethical Code and Practice																																					
AAMD ADAPTIVE BEHAVIOR SCALE Untrustworthy Behavior (AAMD)	2	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	1	1	1	1	0	1	1	0	1	1	0	0	0	0	0	0	P G F P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
BRISTOL SOCIAL ADJUSTMENT GUIDES - 1 AND 2 The Child in School Non-Syndromic Over-Reaction (EITS)	2	1	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	1	1	0	1	1	1	0	0	0	0	0	0	0	0	0	P F P P
DETROIT ADJUSTMENT INVENTORY - DELTA FORM Self - Ethical (BMC)	0	0	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
DETROIT TEST OF LEARNING APTITUDE Social Adjustment A (BMC)	0	1	2	0	0	0	0	0	1	0	1	1	0	0	1	1	1	1	2	0	0	1	0	1	1	1	1	0	0	0	0	0	0	0	0	2	P F P P
JESNESS INVENTORY Value Orientation (CPP)	0	1	1	0	0	0	0	1	0	0	1	1	1	0	1	1	1	1	2	2	1	0	2	1	0	1	0	0	0	0	0	0	0	1	3	2	P F P P
PERSONALITY RATING SCALE Honesty (ETSA)	1	1	2	0	0	0	0	1	2	0	1	1	1	1	1	1	0	1	0	2	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Conscience Affect (DCH)	1	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Conscience Motivation (DCH)	1	0	1	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Conscience Outcome (DCH)	1	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
34B. Religious Belief and Practice																																					
PERSONALITY RATING SCALE Religiousness (ETSA)	1	1	2	0	0	0	0	1	2	0	1	1	1	1	1	1	0	1	0	2	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
SCIENCE																																					
36. INVESTIGATING THE ENVIRONMENT																																					
36A. Scientific Observation and Description																																					
COMPREHENSIVE TESTS OF BASIC SKILLS, EXPANDED EDITION - LEVEL 2 Science (CTB)	3	1	1	0	0	2	0	1	1	1	1	1	1	1	1	1	1	1	2	2	1	0	2	1	1	1	0	1	1	0	0	2	2	1	3	2	P G F F
PIAGET'S TASKS (BEM)	0	0	2	0	0	0	0	0	0	0	1	1	1	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
36B. Generalization and Hypothesis Formation in Science																																					
36C. Experimentation																																					

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-3	0-3	0-1	0-3	0-2	G F P
36. UNDERSTANDING SCIENCE																																					
AMERICAN SCHOOL ACHIEVEMENT TESTS - INTERMEDIATE BATTERY Science (BMC)	2	1	2	0	0	0	0	1	1	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	1	1	1	1	0	0	0	1	0	2	P G G P
COMPREHENSIVE TESTS OF BASIC SKILLS, EXPANDED EDITION - LEVEL 1 Science (CTB)	3	0	1	0	0	2	0	1	2	2	1	1	1	1	1	1	1	1	2	2	1	0	2	1	1	1	0	1	1	0	0	2	2	1	3	2	P G F F
STANFORD ACHIEVEMENT TEST - INTERMEDIATE LEVEL I Science (HBJ)	3	2	2	0	0	0	0	1	1	2	1	1	1	1	1	1	1	0	2	2	1	1	2	1	1	1	0	1	1	2	0	0	0	1	3	2	P G G P
STANFORD ACHIEVEMENT TEST - PRIMARY LEVEL II Science (HBJ)	3	0	2	0	0	0	0	1	2	1	1	1	1	1	1	0	1	1	2	2	1	1	2	1	1	1	0	1	1	2	0	2	0	1	1	2	P G G P
STANFORD ACHIEVEMENT TEST - PRIMARY LEVEL III Science (HBJ)	3	1	2	0	0	0	0	1	2	2	1	1	1	1	1	1	1	0	2	2	1	1	2	1	1	1	0	1	1	2	0	3	0	1	1	2	P G G P
36A. Knowledge of Different Life Forms																																					
BUTLER LIFE SCIENCE CONCEPT TEST (PA)	1	2	2	0	0	0	0	0	1	0	1	1	0	1	0	0	0	1	1	2	1	1	2	0	1	1	1	0	1	0	0	0	0	0	1	2	P P F P
NATIONAL ACHIEVEMENT TESTS FOR GRADES 4-6 Elementary Science Test (PA)	0	2	1	0	0	0	0	1	1	0	1	1	1	1	0	1	1	0	2	2	1	1	1	0	1	1	0	0	1	0	0	0	0	0	0	0	P F F P
SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS - SERIES II, 4A AND 4B Science (ETS)	3	1	1	0	0	2	0	1	1	1	1	1	1	1	1	1	1	0	2	2	1	0	2	1	1	1	0	1	1	0	0	2	2	1	3	2	P G F F
36B. Knowledge of Ecology																																					
36C. Knowledge of Physical Science																																					
EDUCATIONAL DEVELOPMENT SERIES - ELEMENTARY LEVEL Science (STS)	1	1	1	0	0	2	0	1	0	0	1	1	1	0	1	1	1	0	2	2	1	1	2	1	1	1	0	0	1	1	1	2	0	1	3	1	P F F F
GRAY-VOTAW-ROGERS GENERAL ACHIEVEMENT TEST - INTERMEDIATE Elementary Science (SV)	1	1	1	0	0	0	0	1	0	0	1	1	1	1	1	1	1	0	2	2	1	1	2	1	1	0	1	0	1	0	0	2	0	0	2	1	P F F P
SRA ASSESSMENT SURVEY, ACHIEVEMENT SERIES - BLUE LEVEL Science (SRA)	2	2	2	0	0	2	0	1	2	1	1	1	1	1	0	1	1	0	2	2	1	1	2	1	1	1	0	1	1	1	0	2	0	1	3	2	F G G F
36D. Knowledge of the Foundations of Science																																					
37. VALUING AND APPLYING SCIENCE																																					

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-F-P
37A. Science Interest and Appreciation																																					
EDUCATIONAL DEVELOPMENT SERIES - ELEMENTARY LEVEL My Favorite School Subjects Science (STS)	0	0	2	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	2	2	1	1	2	1	0	0	0	0	1	1	0	0	0	0	0	0	P F F P
EDUCATIONAL DEVELOPMENT SERIES - LOWER PRIMARY School Interests Science (STS)	0	0	2	0	0	0	0	1	1	0	1	1	1	1	0	1	1	1	1	2	1	1	2	0	0	0	0	0	1	0	0	0	0	1	0	0	P F P P
EDUCATIONAL DEVELOPMENT SERIES - UPPER PRIMARY School Interests Science (STS)	0	0	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	2	0	0	0	0	0	1	0	0	0	0	1	0	0	P G P P
MINNESOTA SCHOOL AFFECT ASSESSMENT - FORM CL Science (MSTP)	0	0	2	0	0	0	0	0	2	0	1	1	0	1	1	1	1	1	1	2	0	1	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
MINNESOTA SCHOOL AFFECT ASSESSMENT - FORM CU Science (MSTP)	0	0	2	0	0	0	0	0	2	0	1	1	0	1	0	1	0	1	1	2	0	0	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
WHAT I LIKE TO DO Science (SRA)	1	0	2	0	0	0	0	1	1	0	1	1	1	1	1	1	1	1	2	2	1	0	2	1	1	0	0	1	1	2	0	3	0	1	1	1	P G F P
37B. Application of Scientific Methods in Everyday Life																																					
SOCIAL STUDIES																																					
38. UNDERSTANDING HISTORY AND CIVICS																																					
38A. Knowledge of History																																					
AMERICAN SCHOOL ACHIEVEMENT TESTS - INTERMEDIATE BATTERY Social Studies (BMC)	2	0	1	0	0	0	0	1	1	0	1	1	1	1	1	1	1	0	2	2	1	1	2	1	1	1	1	1	1	1	0	0	0	1	0	2	P F G P
EDUCATIONAL DEVELOPMENT SERIES - ELEMENTARY LEVEL The U.S.A. in the World (STS)	1	1	1	0	0	2	0	1	0	0	1	1	1	1	1	1	1	0	2	2	1	1	2	1	1	1	0	0	1	1	1	2	0	1	3	1	P F F F
NATIONAL ACHIEVEMENT TESTS - MUNICIPAL TESTS FOR GRADES 3-6 History and Civics Test (PA)	0	2	2	0	0	0	0	1	0	0	1	1	1	1	1	1	1	0	2	2	1	1	1	0	1	1	0	0	1	0	0	0	0	0	0	0	P F F P
38B. Knowledge of Government and Civics																																					
NATIONAL ACHIEVEMENT TESTS FOR GRADES 4-6 Social Studies Test (PA)	0	0	0	0	0	0	0	1	0	0	0	1	1	0	0	0	1	1	2	2	1	1	1	0	0	1	0	0	1	0	0	0	0	0	0	0	P P P P
38C. Knowledge of Current Events																																					

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent / Factorial	Experimental/ Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
39. UNDERSTANDING GEOGRAPHY																																					
COMPREHENSIVE TESTS OF BASIC SKILLS, EXPANDED EDITION - LEVEL 2 Social Studies (CTB)	3	0	1	0	0	2	0	1	1	1	1	1	1	1	1	1	1	1	2	2	1	0	2	1	1	1	0	1	1	0	0	2	2	1	3	2	P G F F
PRIMARY SOCIAL STUDIES TEST (HMC)	3	1	1	0	0	0	0	1	1	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	1	1	2	0	2	0	1	3	2	P G G F
STANFORD ACHIEVEMENT TEST - INTERMEDIATE LEVEL I Social Science (HBJ)	3	2	2	0	0	0	0	1	1	2	1	1	1	1	1	1	1	0	2	2	1	1	2	1	1	1	0	1	1	2	0	0	0	1	3	2	P G G P
STANFORD ACHIEVEMENT TEST - PRIMARY LEVEL II Social Science (HBJ)	3	0	1	0	0	0	0	1	2	1	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	1	1	2	0	1	0	1	1	2	P G G P
STANFORD ACHIEVEMENT TEST - PRIMARY LEVEL III Social Science (HBJ)	3	0	1	0	0	0	0	1	2	2	1	1	1	1	1	1	1	0	2	2	1	1	2	1	1	1	0	1	1	2	0	3	0	1	1	2	P G G P
39A. Knowledge of Physical Geography																																					
CANADIAN TESTS OF BASIC SKILLS, LEVELS EDITION - LEVEL 09 Work-Study Skills Map Reading (TNS)	3	0	2	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	1	2	1	1	1	0	0	1	1	1	2	0	1	2	2	P G F F
CANADIAN TESTS OF BASIC SKILLS, LEVELS EDITION - LEVEL 10 Work-Study Skills Map Reading (TNS)	3	0	2	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	1	2	1	1	1	0	0	1	1	1	2	0	1	3	2	P G F F
COMPREHENSIVE TESTS OF BASIC SKILLS - LEVEL 2 Study Skills Using Graphic Materials (CTB)	3	[illegible]	1	0	0	1	0	1	1	2	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	1	1	2	0	2	0	1	3	2	P G G F
GRAY-VOTAW-ROGERS GENERAL ACHIEVEMENT TEST - INTERMEDIATE Social Studies (SV)	0	1	1	0	0	0	0	1	0	0	1	1	1	1	1	1	1	0	2	2	1	1	2	1	1	0	1	0	1	0	0	2	0	0	2	1	P F F P
IOWA TESTS OF BASIC SKILLS, FORMS 1-4, GRADE 3 Work-Study Skills Map Reading (HMC)	3	0	2	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	2	2	1	1	2	1	1	1	0	1	1	2	1	1	1	1	3	2	P F G F
IOWA TESTS OF BASIC SKILLS, FORMS 1-4, GRADE 4 Work-Study Skills Map Reading (HMC)	3	0	2	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	2	2	1	1	2	1	1	1	0	1	1	2	1	2	2	1	3	2	P F G F
IOWA TESTS OF BASIC SKILLS, FORMS 5 AND 6, LEVEL 9 Work-Study Skills Map Reading (HMC)	3	1	2	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	2	2	1	1	2	1	1	1	0	1	1	2	1	2	0	1	3	2	P F G F
IOWA TESTS OF BASIC SKILLS, FORMS 5 AND 6, LEVEL 10 Work-Study Skills Map Reading (HMC)	3	1	2	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	2	2	1	1	2	1	1	1	0	1	1	2	1	2	0	1	3	2	P F G F
IOWA TESTS OF BASIC SKILLS, PRIMARY, FORMS 5 AND 6 - LEVEL 8 Work-Study Skills Maps and Graphs and Tables (HMC)	3	0	1	0	0	0	0	1	2	2	1	1	1	0	1	1	1	1	2	2	1	1	2	1	1	0	0	0	1	1	0	0	0	0	2	2	P G F P
39B. Knowledge of Anthropology and Cultural Geography																																					

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-3	[illegible]
39C. Knowledge of Economic Processes and Geography																																					
COMPREHENSIVE TESTS OF BASIC SKILLS, EXPANDED EDITION - LEVEL 1 Social Studies (CTB)	3	1	0	0	0	2	0	1	1	2	1	1	1	1	1	1	1	1	2	2	1	0	2	1	1	1	0	1	1	0	0	3	2	1	3	2	P G F F
NATIONAL ACHIEVEMENT TESTS - MUNICIPAL TESTS FOR GRADES 3-6 Geography (PA)	0	1	1	0	0	0	0	1	0	0	1	1	1	1	0	1	1	0	1	2	1	1	1	0	1	1	0	0	1	0	0	0	0	0	0	0	P F F P
SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS - SERIES II, 4A AND 4B Social Studies (ETS)	3	0	1	0	0	2	0	1	1	1	1	1	1	1	1	1	1	0	2	2	1	0	2	1	1	1	0	1	1	0	0	3	2	1	3	2	P G F F
SRA ASSESSMENT SURVEY, ACHIEVEMENT SERIES - BLUE LEVEL Social Studies (SRA)	2	1	1	0	0	2	0	1	2	1	1	1	1	1	1	1	1	0	2	2	1	1	2	1	1	1	0	1	1	1	0	2	0	1	3	2	P G G F
40. UNDERSTANDING SOCIAL RELATIONSHIPS																																					
40A. Knowledge of Family Life																																					
40B. Knowledge of Social Control and Conflict																																					
40C. Knowledge of Social Groups																																					
CULTURAL ATTITUDE INVENTORIES Anglo-American Attitude Scale Familiarity (LCI)	2	0	2	0	0	0	0	1	1	0	0	0	0	1	1	1	1	1	1	1	1	1	2	1	0	0	0	0	1	0	0	3	0	1	0	0	P F P P
CULTURAL ATTITUDE INVENTORIES Mexican-American Attitude Scale Familiarity (LCI)	2	0	2	0	0	0	0	1	1	0	0	0	0	1	1	1	1	1	1	1	1	1	2	1	0	0	0	0	1	0	0	3	0	1	0	0	P F P P
41. VALUING AND APPLYING SOCIAL STUDIES																																					
41A. Social Studies Interest and Appreciation																																					
EDUCATIONAL DEVELOPMENT SERIES - ELEMENTARY LEVEL My Favorite School Subjects Social Studies (STS)	0	0	2	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	2	2	1	1	2	1	0	0	0	0	1	1	0	0	0	0	0	0	P F F P
EDUCATIONAL DEVELOPMENT SERIES - LOWER PRIMARY School Interests Social Studies (STS)	0	0	2	0	0	0	0	1	1	0	1	1	1	1	0	1	1	1	1	2	1	1	2	0	0	0	0	0	1	0	0	0	0	1	0	0	P F P P
EDUCATIONAL DEVELOPMENT SERIES - UPPER PRIMARY School Interests Social Studies (STS)	0	0	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	2	0	0	0	0	0	1	0	0	0	0	1	0	0	P G P P
WHAT I LIKE TO DO Social Studies (SRA)	1	1	1	0	0	0	0	1	1	0	1	1	1	1	1	1	1	1	2	2	1	0	2	1	1	0	0	1	1	2	0	3	0	1	1	1	P G F P
41B. Citizenship																																					

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
TPSC SCALE Community (SPS)	1	0	2	0	0	0	0	0	1	0	1	1	1	0	1	0	1	1	2	2	1	1	1	0	1	1	0	0	1	1	0	0	0	1	0	0	P F F P
TPSC SCALE Police (SPS)	1	0	2	0	0	0	0	0	1	0	1	1	1	0	1	0	1	1	2	2	1	1	1	0	1	1	0	0	1	1	0	0	0	1	0	0	P F F P
41C. Ethnic and Cultural Appreciation																																					
CULTURAL ATTITUDE INVENTORIES Anglo-American Attitude Scale Feelings (LCI)	2	0	2	0	0	0	0	1	1	0	0	0	0	1	1	1	1	1	1	1	1	1	2	1	0	0	0	0	1	0	0	0	3	0	1	0	P F P P
CULTURAL ATTITUDE INVENTORIES Mexican-American Attitude Scale Feelings (LCI)	2	0	2	0	0	0	0	1	1	0	0	0	0	1	1	1	1	1	1	1	1	1	2	1	0	0	0	0	1	0	0	3	0	1	0	0	P F P P
CULTURAL ATTITUDE SCALES Anglo-American Scale (LCI)	0	0	2	0	0	0	0	0	1	0	1	1	1	0	1	0	1	1	2	1	1	1	2	0	0	0	0	0	1	0	0	0	0	1	0	0	P F P P
CULTURAL ATTITUDE SCALES Black-American Scale (LCI)	0	0	2	0	0	0	0	0	1	0	1	1	1	0	1	0	1	1	2	1	1	1	2	0	0	0	0	0	1	0	0	0	0	1	0	0	P F P P
CULTURAL ATTITUDE SCALES Mexican-American Scale (LCI)	0	0	2	0	0	0	0	0	1	0	1	1	1	0	1	0	1	1	2	1	1	1	2	0	0	0	0	0	1	0	0	0	0	1	0	0	P F P P
CULTURAL ATTITUDE SCALES Puerto Rican Scale (LCI)	0	0	2	0	0	0	0	0	1	0	1	1	1	0	1	0	1	1	2	1	1	1	2	0	0	0	0	0	1	0	0	0	0	1	0	0	P F P P
KATZ-ZALK OPINION QUESTIONNAIRE Other-Race Negative Attitude Immoral Behavior (PAK)	0	0	2	0	0	0	0	0	0	0	1	1	0	0	1	0	1	1	2	1	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
KATZ-ZALK OPINION QUESTIONNAIRE Other-Race Negative Attitude Initiation of Aggression (PAK)	0	0	2	0	0	0	0	0	0	0	1	1	0	0	1	0	1	1	2	1	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
KATZ-ZALK OPINION QUESTIONNAIRE Other-Race Negative Attitude Negative Evaluation by Adults (PAK)	0	0	2	0	0	0	0	0	0	0	1	1	0	0	1	0	1	1	2	1	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
KATZ-ZALK OPINION QUESTIONNAIRE Other-Race Negative Attitude Non-Acceptance by Peers (PAK)	0	0	2	0	0	0	0	0	0	0	1	1	0	0	1	0	1	1	2	1	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
KATZ-ZALK OPINION QUESTIONNAIRE Same-Race Positive Attitude Academic Achievement (PAK)	0	0	2	0	0	0	0	0	0	0	1	1	0	0	1	0	1	1	2	1	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
KATZ-ZALK OPINION QUESTIONNAIRE Same-Race Positive Attitude Achievement in Non-Athletic Games (PAK)	0	0	2	0	0	0	0	0	0	0	1	1	0	0	1	0	1	1	2	1	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
KATZ-ZALK OPINION QUESTIONNAIRE Same-Race Positive Attitude Athletic Achievement (PAK)	0	0	2	0	0	0	0	0	0	0	1	1	0	0	1	0	1	1	2	1	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
KATZ-ZALK OPINION QUESTIONNAIRE Same-Race Positive Attitude Leadership (PAK)	0	0	2	0	0	0	0	0	0	0	1	1	0	0	1	0	1	1	2	1	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
KATZ-ZALK OPINION QUESTIONNAIRE Total P (PAK)	0	0	2	0	0	0	0	0	0	0	1	1	0	0	1	0	1	1	2	1	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P

GRADES 5-6

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
AFFECTIVE AND PERSONALITY TRAITS																																					
I. PERSONAL TEMPERAMENT																																					
AAMD ADAPTIVE BEHAVIOR SCALE Psychological Disturbances (AAMD)	2	1	2	0	0	0	0	0	1	0	1	1	1	1	1	1	1	1	2	0	1	1	1	1	0	1	1	0	1	1	0	0	0	0	0	0	P F F P
ASSOCIATION ADJUSTMENT INVENTORY General Scoring Key (MB)	2	0	0	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	1	1	0	1	0	0	0	1	0	0	0	1	0	1	P G F P
BARCLAY CLASSROOM CLIMATE INVENTORY Teacher Rating Scales Personal Adjustment (ESD)	0	1	2	0	0	0	0	0	2	0	0	1	1	0	1	1	1	1	2	0	1	1	2	0	1	1	0	0	1	0	0	0	0	0	0	0	P F P P
BARCLAY CLASSROOM CLIMATE INVENTORY Teacher Rating Scales Summary Totals (ESD)	0	1	1	0	0	0	0	0	2	0	0	1	1	0	1	1	1	1	2	0	1	1	2	0	1	1	0	0	1	0	0	0	0	0	0	0	P F P P
BARCLAY CLASSROOM CLIMATE INVENTORY Teacher Rating Scales Temperaments (ESD)	0	1	1	0	0	0	0	0	2	0	0	1	1	0	1	1	1	1	2	0	1	1	2	0	1	1	0	0	1	0	0	0	0	0	0	0	P F P P
BURKS' BEHAVIOR RATING SCALE FOR ORGANIC BRAIN DYSFUNCTION Total Score (AP)	2	1	1	0	1	0	0	0	1	0	1	1	1	0	1	1	1	1	2	0	1	1	1	0	0	1	0	0	0	1	0	0	0	0	0	0	P F P P
CHILDREN'S PERSONALITY QUESTIONNAIRE (WHAT YOU DO AND WHAT YOU THINK) Obedient vs. Assertive (IPAT)	2	1	1	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	0	2	1	1	1	1	0	0	0	0	0	0	1	0	0	P G F P
CHILDREN'S PERSONALITY QUESTIONNAIRE (WHAT YOU DO AND WHAT YOU THINK) Undemonstrative vs. Excitable (IPAT)	2	1	2	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	0	2	1	1	1	1	0	0	0	0	0	0	1	0	0	P G F P
DETROIT ADJUSTMENT INVENTORY - GAMMA FORM ("TELLING WHAT I DO") (BMC)	0	1	1	0	0	0	0	0	1	0	1	1	1	0	1	0	1	1	2	1	1	1	1	0	0	0	0	0	1	2	0	0	0	0	0	0	P F P P
EGO DEVELOPMENT SCALE Personal Development (PEI)	1	1	1	1	0	1	0	1	1	0	1	0	0	0	0	1	0	1	1	2	1		1	0	0	0	0	0	1	0	0	0	0	1	3	1	P P P P
GROUP PERSONALITY PROJECTIVE TEST Total Score (PTS)	1	0	1	0	0	0	0	1	1	0	1	0	0	0	1	0	1	1	2	2	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	1	P F P P
HAND TEST Experience Ratio (WPS)	1	0	1	0	0	0	0	0	2	0	1	1	0	0	1	0	1	1	1	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
INFERRED SELF-CONCEPT SCALE (WPS)	2	2	1	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	0	1	1	1	1	0	0	0	0	1	0	2	0	0	0	0	0	P F P P
MULTIDIMENSIONAL MATURITY SCALE Emotional Maturity (PI)	1	0	1	0	0	0	0	0	0	0	0	1	0	0	0	1	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
PROBLEM LIST (GES)	0	0	0	0	0	0	0	0	1	0	1	1	0	0	0	0	1	1	2	2	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
TEACHER'S TRUST RATING SCALE Total (SCI)	0	0	1	0	0	0	0	0	1	0	1	1	0	0	0	0	1	1	1	0	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES			
	CONTENT			CONSTRUCT					COMPREHENSION			INSTRUCTIONS			FORMAT					ADMINISTRATION					INTERPRETATION						RELIABILITY									
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational	CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence	POWER/SPEED TEST	RECORDING ANSWERS	Testing Group Size	Administrator	Time	EASE OF SCORING	QUALITY OF MANUAL	Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter	CAN DECISIONS BE MADE?	Test — Retest	Internal Consistency	Alternate Form	REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P			
TOMKINS-HORN PICTURE ARRANGEMENT TEST (SPC)	2	0	1	0	0	0	0	0	1	0	0	1	0	0	0	0	1	1	2	2	1	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	P	P	P	P
VINELAND SOCIAL MATURITY SCALE (AGS)	3	0	1	0	1	2	0	0	0	0	1	1	0	0	1	1	1	1	2	0	0	1	0	0	1	0	1	0	0	2	0	0	0	0	0	0	P	F	P	P
WALKER PROBLEM BEHAVIOR IDENTIFICATION CHECKLIST Total Score (WPS)	1	1	1	0	2	0	0	0	2	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	0	1	2	0	3	0	0	0	2	P	F	F	P
IA. Self-Assertion																																								
BARCLAY CLASSROOM CLIMATE INVENTORY Enterprising-Dominance (ESD)	0	1	1	0	0	0	0	0	1	0	0	0	0	0	0	1	1	1	1	0	1	0	2	0	1	1	0	0	1	1	0	0	0	0	0	0	P	P	P	P
BARCLAY CLASSROOM CLIMATE INVENTORY Group Group Reticence (ESD)	1	0	0	0	0	0	0	1	0	0	1	0	0	0	0	1	0	1	1	2	1	0	2	0	1	1	0	0	1	2	1	0	0	0	0	0	P	P	F	P
BRISTOL SOCIAL-ADJUSTMENT GUIDES - 1 AND 2 The Child in School Non-Syndromic Under-Reaction (EITS)	2	0	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	1	1	0	1	1	1	0	0	0	0	0	0	0	0	0	P	F	P	P
BRISTOL SOCIAL-ADJUSTMENT GUIDES - 1 AND 2 The Child in School Under-Reaction Total (EITS)	2	0	1	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	1	1	0	1	1	1	0	0	0	0	0	0	0	0	0	P	F	P	P
BRISTOL SOCIAL-ADJUSTMENT GUIDES - 1 AND 2 The Child in School Unforthcomingness (EITS)	2	1	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	1	1	0	1	1	1	0	0	0	0	0	0	0	0	0	P	F	P	P
BRISTOL SOCIAL-ADJUSTMENT GUIDES - THE CHILD IN RESIDENTIAL CARE Anxious Over-Reaction (NFER)	0	1	1	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P	F	P	P
BRISTOL SOCIAL-ADJUSTMENT GUIDES - THE CHILD IN RESIDENTIAL CARE Backwardness (NFER)	0	0	1	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P	F	P	P
BRISTOL SOCIAL-ADJUSTMENT GUIDES - THE CHILD IN RESIDENTIAL CARE Overdependence (NFER)	0	0	2	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P	F	P	P
BRISTOL SOCIAL-ADJUSTMENT GUIDES - THE CHILD IN RESIDENTIAL CARE Peer-Group Deviance (NFER)	0	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P	F	P	P
BRISTOL SOCIAL-ADJUSTMENT GUIDES - THE CHILD IN RESIDENTIAL CARE Unforthcomingness (NFER)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P	F	P	P
BRISTOL SOCIAL-ADJUSTMENT GUIDES - THE CHILD IN THE FAMILY Child's Attitudes to the Mother Anxious Over-Concern (NFER)	0	0	1	0	0	0	0	0	0	0	1	1	1	0	1	1	1	1	2	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P	F	P	P
BRISTOL SOCIAL-ADJUSTMENT GUIDES - THE CHILD IN THE FAMILY Child's General Family-Insecurity Anxiety for Approval-Acceptance by Other Children (NFER)	0	1	1	0	0	0	0	0	0	0	1	1	1	0	1	1	1	1	2	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P	F	P	P
BRISTOL SOCIAL-ADJUSTMENT GUIDES - THE CHILD IN THE FAMILY Stress Symptoms 'Nervous' and Unforthcomingness (NFER)	0	1	2	0	0	0	0	0	0	0	1	1	1	0	1	1	1	1	2	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P	F	P	P
BURKS' BEHAVIOR RATING SCALES Excessive Dependency (AP)	2	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	0	1	1	1	1	0	0	0	0	1	1	0	0	0	0	0	0	P	F	P	P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-F-P
CALIFORNIA TEST OF PERSONALITY - ELEMENTARY Personal Adjustment Sense of Personal Freedom (CTB)	2	1	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	1	0	1	1	0	0	0	1	0	0	P G G P
CALIFORNIA TEST OF PERSONALITY - ELEMENTARY Social Adjustment Social Standards (CTB)	2	2	1	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	1	0	1	1	0	0	0	1	0	0	P G G P
CHILDREN'S PERSONALITY QUESTIONNAIRE (WHAT YOU DO AND WHAT YOU THINK) Affected by Feelings vs. Emotionally Stable (IPAT)	2	0	1	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	0	2	1	1	1	1	0	0	0	0	0	0	1	0	0	F G F P
CHILDREN'S PERSONALITY QUESTIONNAIRE (WHAT YOU DO AND WHAT YOU THINK) Self-Assured vs. Apprehensive (IPAT)	2	1	1	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	0	2	1	1	1	1	0	0	0	0	0	0	1	0	0	P G F P
DEVEREUX ELEMENTARY SCHOOL BEHAVIOR RATING SCALE External Reliance (DFP)	1	1	2	0	0	0	0	0	1	0	1	1	0	0	0	1	0	1	1	0	1	1	0	1	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
FIRO-BC Control Expressed Behavior (CPP)	0	1	2	0	0	0	0	1	2	0	1	1	1	0	1	1	0	1	1	2	1	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	P F F P
FIRO-BC Control Wanted Behavior (CPP)	0	1	2	0	0	0	0	1	2	0	1	1	1	0	1	1	0	1	1	2	1	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	P F F P
GROUP PERSONALITY PROJECTIVE TEST Nurturance (PTS)	0	0	1	0	0	0	0	1	1	0	1	0	0	0	1	0	1	1	2	2	1	1	2	0	0	0	0	0	0	0	0	0	0	0	0	1	P F P P
GROUP PERSONALITY PROJECTIVE TEST Succorance (PTS)	0	0	1	0	0	0	0	1	1	0	1	0	0	0	1	0	1	1	2	2	1	1	2	0	0	0	0	0	0	0	0	0	0	0	0	1	P F P P
GROUP PERSONALITY PROJECTIVE TEST Withdrawal (PTS)	0	0	1	0	0	0	0	1	1	0	1	0	0	0	1	0	1	1	2	2	1	1	2	0	0	0	0	0	0	0	0	0	0	0	0	1	P F P P
HAND TEST Dependence (WPS)	1	0	1	0	0	0	0	0	2	0	1	1	0	0	1	0	1	1	1	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
KAHN TEST OF SYMBOL ARRANGEMENT Reaction Time (PTS)	1	0	0	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
LOUISVILLE BEHAVIOR CHECK LIST - FORM E2 Immaturity (CPRC)	1	1	1	0	0	0	0	0	0	1	0	1	0	0	0	1	1	1	2	0	0	1	1	0	1	1	0	0	0	0	0	0	0	0	0	0	P F P P
LOUISVILLE BEHAVIOR CHECK LIST - FORM E2 Social Withdrawal (CPRC)	1	1	1	0	0	0	0	0	0	1	0	1	0	0	0	1	1	1	2	0	0	1	1	0	1	1	0	0	0	0	0	0	0	0	0	0	P F P P
MINNESOTA SCHOOL AFFECT ASSESSMENT - FORM CU Autonomy (MSTP)	0	1	1	0	0	0	0	0	2	0	1	1	0	1	0	1	0	1	1	2	0	0	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F F P
MINNESOTA SCHOOL AFFECT ASSESSMENT - FORM CU Independence (MSTP)	0	0	2	0	0	0	0	0	2	0	1	1	0	1	0	1	0	1	1	2	0	0	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
MINNESOTA SCHOOL AFFECT ASSESSMENT - FORM CU Self-Expression (MSTP)	0	0	2	0	0	0	0	0	2	0	1	1	0	1	0	1	0	1	1	2	0	0	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Aggression Outcome (DCH)	1	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
TASKS OF EMOTIONAL DEVELOPMENT TEST Aggression Spontaneity (DCH)	1	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Anality Spontaneity (DCH)	1	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Conscience Spontaneity (DCH)	1	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Identification Spontaneity (DCH)	1	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Learning Spontaneity (DCH)	1	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Limits Spontaneity (DCH)	1	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Oedipal Spontaneity (DCH)	1	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Self-Concept Spontaneity (DCH)	1	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Separation Affect (DCH)	1	0	1	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Separation Motivation (DCH)	1	0	1	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Separation Spontaneity (DCH)	1	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Siblings Spontaneity (DCH)	1	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Socialization Outcome (DCH)	1	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Socialization Spontaneity (DCH)	1	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Trust Spontaneity (DCH)	1	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
WALKER PROBLEM BEHAVIOR IDENTIFICATION CHECKLIST Disturbed Peer Relations (WPS)	1	0	1	1	0	0	0	0	2	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	0	1	2	0	0	0	0	0	2	P F F P
IB. Emotional Stability																																					
AAMD ADAPTIVE BEHAVIOR SCALE Self-Abusive Behavior (AAMD)	2	0	2	0	0	0	0	0	0	0	1	1	1	1	1	1	1	1	2	0	1	1	1	1	0	1	1	0	1	1	0	0	0	0	0	0	P F F P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-3	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
AAMD ADAPTIVE BEHAVIOR SCALE Sexually Aberrant Behavior (AAMD)	2	0	0	0	0	0	0	0	0	0	1	1	1	1	1	1	1	1	2	0	1	1	1	1	0	1	1	0	1	1	0	0	0	0	0	0	P F F P
AAMD ADAPTIVE BEHAVIOR SCALE Stereotyped Behavior & Odd Mannerisms (AAMD)	2	0	1	0	0	0	0	0	0	0	1	1	1	1	1	1	1	1	2	0	1	1	1	1	0	1	1	0	1	1	0	0	0	0	0	0	P F F P
AAMD ADAPTIVE BEHAVIOR SCALE Unacceptable or Eccentric Habits (AAMD)	2	0	1	0	0	0	0	0	0	0	1	1	1	1	1	1	1	1	2	0	1	1	1	1	0	1	1	0	1	1	0	0	0	0	0	0	P F F P
AAMD ADAPTIVE BEHAVIOR SCALE Unacceptable Vocal Habits (AAMD)	2	0	1	0	0	0	0	0	0	0	1	1	1	1	1	1	1	1	2	0	1	1	1	1	0	1	1	0	1	1	0	0	0	0	0	0	P F F P
AAMD ADAPTIVE BEHAVIOR SCALE Use of Medications (AAMD)	2	0	0	0	0	0	0	0	0	0	1	1	1	1	1	1	1	1	2	0	1	1	1	1	0	1	1	0	1	1	0	0	0	0	0	0	P F F P
AAMD ADAPTIVE BEHAVIOR SCALE Violent & Destructive Behavior (AAMD)	2	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	1	1	1	1	0	1	1	0	1	1	0	0	0	0	0	0	P G F P
ASSOCIATION ADJUSTMENT INVENTORY Anxious-Relaxed (MB)	2	0	0	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	1	1	0	0	0	0	0	1	0	0	0	1	0	1	P G P P
ASSOCIATION ADJUSTMENT INVENTORY Depressed-Optimistic (MB)	2	0	0	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	1	1	0	0	0	0	0	1	0	0	0	1	0	1	P G P P
ASSOCIATION ADJUSTMENT INVENTORY Hysteric-Non-Hysteric (MB)	2	0	1	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	1	1	0	0	0	0	0	1	0	0	0	1	0	1	P G P P
ASSOCIATION ADJUSTMENT INVENTORY Paranoid-Naive (MB)	2	0	0	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	1	1	0	0	0	0	0	1	0	0	0	1	0	1	P G P P
ASSOCIATION ADJUSTMENT INVENTORY Psychosomapathic-Physical Contentment (MB)	2	0	0	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	1	1	0	0	0	0	0	1	0	0	0	1	0	1	P G P P
ASSOCIATION ADJUSTMENT INVENTORY Psychotic Responses (MB)	2	0	0	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	1	1	0	1	0	0	0	1	0	0	0	1	0	1	P G F P
ASSOCIATION ADJUSTMENT INVENTORY Schizophrenic-Objective (MB)	2	0	0	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	1	1	0	0	0	0	0	1	0	0	0	1	0	1	P G P P
BARCLAY CLASSROOM CLIMATE INVENTORY Introversion-Seclusiveness (ESD)	0	1	1	0	0	0	0	0	1	0	0	0	0	0	0	1	1	1	1	0	1	0	2	0	1	1	0	0	1	1	0	0	0	0	0	0	P P P P
BRISTOL SOCIAL-ADJUSTMENT GUIDES - THE CHILD IN RESIDENTIAL CARE Hostility (NFER)	0	1	1	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
BRISTOL SOCIAL-ADJUSTMENT GUIDES - THE CHILD IN THE FAMILY Child's Attitudes to the Father Anxiety for Father's Affection (NFER)	0	0	1	0	0	0	0	0	0	0	1	1	1	0	1	1	1	1	2	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
BRISTOL SOCIAL-ADJUSTMENT GUIDES - THE CHILD IN THE FAMILY Child's Attitudes to the Mother Hostility-Anxiety Conflict (NFER)	0	1	1	0	0	0	0	0	0	0	1	1	1	0	1	1	1	1	2	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
BRISTOL SOCIAL-ADJUSTMENT GUIDES - THE CHILD IN THE FAMILY Stress Symptoms Depression (NFER)	0	1	1	0	0	0	0	0	0	0	1	1	1	0	1	1	1	1	2	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent / Factorial	Experimental / Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-F-P
BRISTOL SOCIAL-ADJUSTMENT GUIDES - THE CHILD IN THE FAMILY Stress Symptoms Flight from the Situation (NFER)	0	0	2	0	0	0	0	0	0	0	1	1	1	0	1	1	1	1	2	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
BURKS' BEHAVIOR RATING SCALE FOR ORGANIC BRAIN DYSFUNCTION Perceptual-Discriminative (AP)	2	0	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	1	0	0	1	0	0	0	1	0	0	0	0	0	0	P F P P
BURKS' BEHAVIOR RATING SCALES Excessive Anxiety (AP)	2	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	0	1	1	1	1	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
BURKS' BEHAVIOR RATING SCALES Excessive Self-Blame (AP)	2	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	0	1	1	1	1	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
BURKS' BEHAVIOR RATING SCALES Excessive Suffering (AP)	2	1	2	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	1	0	1	1	1	1	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
BURKS' BEHAVIOR RATING SCALES Poor Anger Control (AP)	2	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	0	1	1	1	1	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
BURKS' BEHAVIOR RATING SCALES Poor Reality Contact (AP)	2	0	1	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	1	0	1	1	1	1	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
CALIFORNIA TEST OF PERSONALITY - ELEMENTARY Personal Adjustment Nervous Symptoms (CTB)	2	1	1	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	1	0	1	[illegible]	0	0	0	1	0	0	P G G P
CHILDREN'S BEHAVIOR QUESTIONNAIRE Scale A (2) to be Completed by Parents Neurotic (MR)	0	1	1	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
CHILDREN'S BEHAVIOR QUESTIONNAIRE Scale A (2) to be Completed by Parents Total (MR)	0	1	1	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
CHILDREN'S BEHAVIOR QUESTIONNAIRE Scale B (2) to be Completed by Teachers Neurotic (MR)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
CHILDREN'S BEHAVIOR QUESTIONNAIRE Scale B (2) to be Completed by Teachers Total (MR)	0	1	1	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
CHILDREN'S PERSONALITY QUESTIONNAIRE (WHAT YOU DO AND WHAT YOU THINK) Relaxed vs. Tense (IPAT)	2	1	1	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	0	2	1	1	1	1	0	0	0	0	0	0	1	0	0	P G F P
CHILDREN'S PERSONALITY QUESTIONNAIRE (WHAT YOU DO AND WHAT YOU THINK) Shy vs. Venturesome (IPAT)	2	1	1	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	0	2	1	1	1	1	0	0	0	0	0	0	1	0	0	P G F P
CHILDREN'S PERSONALITY QUESTIONNAIRE (WHAT YOU DO AND WHAT YOU THINK) Vigorous vs. Circumspect Individualism (IPAT)	2	1	1	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	0	2	1	1	1	1	0	0	0	0	0	0	1	0	0	P G F P
DAILY BEHAVIOR GRAPH (B)	0	0	0	0	0	0	0	0	0	0	1	1	0	0	1	1	0	1	1	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
DEVEREUX ELEMENTARY SCHOOL BEHAVIOR RATING SCALE Achievement Anxiety (DFP)	1	1	2	0	0	0	0	0	2	0	1	1	0	0	0	1	0	1	1	0	1	1	0	1	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
FIVE TASK TEST Emotionality Score (WPS)	0	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	0	0	1	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
GROUP PERSONALITY PROJECTIVE TEST Depression (PTS)	0	1	2	0	0	0	0	1	1	0	1	0	0	0	1	0	1	1	2	2	1	1	2	0	0	0	0	0	0	0	0	0	0	0	0	1	P F P P
GROUP PERSONALITY PROJECTIVE TEST Happiness (PTS)	0	1	2	0	0	0	0	1	1	0	1	0	0	0	1	0	1	1	2	2	1	1	2	0	0	0	0	0	0	0	0	0	0	0	0	1	P F P P
GROUP PERSONALITY PROJECTIVE TEST Neuroticism (PTS)	0	0	1	0	0	0	0	1	1	0	1	0	0	0	1	0	1	1	2	2	1	1	2	0	0	0	0	0	0	0	0	0	0	0	0	1	P F P P
GROUP PERSONALITY PROJECTIVE TEST Tension (PTS)	0	1	2	0	0	0	0	1	1	0	1	0	0	0	1	0	1	1	2	2	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	1	P F P P
HAND TEST Bizarre (WPS)	1	0	1	0	0	0	0	0	2	0	1	1	0	0	1	0	1	1	1	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
HAND TEST Crippled (WPS)	1	0	1	0	0	0	0	0	2	0	1	1	0	0	1	0	1	1	1	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
HAND TEST Description (WPS)	1	0	1	0	0	0	0	0	2	0	1	1	0	0	1	0	1	1	1	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
HAND TEST Failure (WPS)	1	0	1	0	0	0	0	0	2	0	1	1	0	0	1	0	1	1	1	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
HAND TEST Fear (WPS)	1	0	1	0	0	0	0	0	2	0	1	1	0	0	1	0	1	1	1	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
HAND TEST Maladjustive (WPS)	1	0	1	0	0	0	0	0	2	0	1	1	0	0	1	0	1	1	1	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
HAND TEST Pathological (WPS)	1	0	1	0	0	0	0	0	2	0	1	1	0	0	1	0	1	1	1	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
HAND TEST Tension (WPS)	1	0	1	0	0	0	0	0	2	0	1	1	0	0	1	0	1	1	1	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
HAND TEST Withdrawal (WPS)	1	0	1	0	0	0	0	0	2	0	1	1	0	0	1	0	1	1	1	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
JESNESS INVENTORY Asocial Index (CPP)	0	2	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	2	2	1	1	2	1	0	1	1	0	0	0	0	0	0	1	0	0	P F F P
JESNESS INVENTORY Autism (CPP)	0	1	1	0	0	0	0	1	0	0	1	1	1	0	1	1	1	1	2	2	1	1	2	1	0	1	1	0	0	0	0	0	0	1	2	2	P F F P
JESNESS INVENTORY Denial (CPP)	0	1	1	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	2	2	1	1	2	1	0	1	1	0	0	0	0	0	0	1	3	2	P F F P
JESNESS INVENTORY Immaturity (CPP)	0	0	1	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	2	2	1	1	2	1	0	1	1	0	0	0	0	0	0	1	3	2	P F F P
JESNESS INVENTORY Social Anxiety (CPP)	0	1	2	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	2	2	1	1	2	1	0	1	1	0	0	0	0	0	0	1	3	2	P F F P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent / Factorial	Experimental / Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	GFP
JESNESS INVENTORY Social Maladjustment (CPP)	0	2	1	0	0	0	0	1	0	0	1	1	1	0	1	1	1	1	2	2	1	1	2	1	0	1	1	0	0	0	0	0	0	1	3	2	P F F P
JESNESS INVENTORY Withdrawal (CPP)	0	1	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	2	2	1	1	2	1	0	1	1	0	0	0	0	0	0	1	3	2	P F F P
JUNIOR EYSENCK PERSONALITY INVENTORY Neuroticism (NFER)	2	2	2	2	1	0	0	0	1	0	0	1	1	0	0	1	1	1	2	2	1	1	2	1	0	0	1	0	1	0	2	2	0	1	0	0	F F F P
KAHN TEST OF SYMBOL ARRANGEMENT Sorting Ratios Emotional (PTS)	1	0	0	0	0	0	0	0	1	0	1	1	0	0	1	1	1	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
KAHN TEST OF SYMBOL ARRANGEMENT Sorting Ratios Large Divided by Small (PTS)	1	0	0	0	0	0	0	0	1	0	1	1	0	0	1	1	1	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
KAHN TEST OF SYMBOL ARRANGEMENT Sorting Ratios Positive Emotions (PTS)	1	0	0	0	0	0	0	0	1	0	1	1	0	0	1	1	1	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
LOUISVILLE BEHAVIOR CHECK LIST - FORM E2 Fear (CPRC)	1	0	2	0	0	0	0	0	0	1	0	1	0	0	0	1	1	1	2	0	0	1	1	0	1	1	0	0	0	0	0	0	0	0	0	0	P P P P
LOUISVILLE BEHAVIOR CHECK LIST - FORM E2 Inhibition Total (CPRC)	1	1	1	0	0	0	0	0	0	1	0	1	0	0	0	1	1	1	2	0	0	1	1	0	1	1	0	0	0	0	0	0	0	0	0	0	P P P P
LOUISVILLE BEHAVIOR CHECK LIST - FORM E2 Neurotic Behavior (CPRC)	1	1	2	0	0	0	0	0	0	1	0	1	0	0	0	1	1	1	2	0	0	1	1	0	1	1	0	0	0	0	0	0	0	0	0	0	P P P P
LOUISVILLE BEHAVIOR CHECK LIST - FORM E2 Normal Irritability (CPRC)	1	1	1	0	0	0	0	0	0	1	0	1	0	0	0	1	1	1	2	0	0	1	1	0	1	1	0	0	0	0	0	0	0	0	0	0	P P P P
LOUISVILLE BEHAVIOR CHECK LIST - FORM E2 Sensitivity (CPRC)	1	1	2	0	0	0	0	0	0	1	0	1	0	0	0	1	1	1	2	0	0	1	1	0	1	1	0	0	0	0	0	0	0	0	0	0	P P P P
LOUISVILLE BEHAVIOR CHECK LIST - FORM E2 Severity Level (CPRC)	1	1	1	0	0	0	0	0	0	1	0	1	0	0	0	1	1	1	2	0	0	1	1	0	1	1	0	0	0	0	0	0	0	0	0	0	P P P P
LOUISVILLE BEHAVIOR CHECK LIST - FORM E2 Sexual Behavior (CPRC)	1	0	0	0	0	0	0	0	0	1	0	1	0	0	0	1	1	1	2	0	0	1	1	0	1	1	0	0	0	0	0	0	0	0	0	0	P P P P
LOUISVILLE BEHAVIOR CHECK LIST - FORM E2 Somatic Behavior (CPRC)	1	0	0	0	0	0	0	0	0	1	0	1	0	0	0	1	1	1	2	0	0	1	1	0	1	1	0	0	0	0	0	0	0	0	0	0	P P P P
LOUISVILLE BEHAVIOR CHECK LIST - FORM E2 Total Disability (CPRC)	1	1	1	0	0	0	0	0	0	1	0	1	0	0	0	1	1	1	2	0	0	1	1	0	1	1	0	0	0	0	0	0	0	0	0	0	P P P P
NEW JUNIOR MAUDSLEY INVENTORY Neuroticism Scale (NFER)	0	2	2	0	0	0	0	0	1	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	0	1	0	0	0	0	1	3	2	P F F P
PERSONAL ADJUSTMENT INVENTORY - FOR BOYS Daydreaming (APR)	0	1	1	0	0	0	0	0	0	0	1	1	1	0	0	1	1	1	1	1	1	0	1	0	0	1	0	0	1	0	0	0	0	1	0	0	P P P P
PERSONAL ADJUSTMENT INVENTORY - FOR GIRLS Daydreaming (APR)	0	1	1	0	0	0	0	0	0	0	1	1	1	0	0	1	1	1	1	1	1	0	1	0	0	1	0	0	1	0	0	0	0	1	0	0	P P P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent / Factorial	Experimental/ Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
PERSONALITY RATING SCALE Disposition (ETSA)	1	1	2	0	0	0	0	1	2	0	1	1	1	1	1	1	0	1	0	2	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
PERSONALITY RATING SCALE Good Sport (ETSA)	1	1	2	0	0	0	0	1	2	0	1	1	1	1	1	1	0	1	0	2	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
PERSONALITY RATING SCALE Nervousness-Calmness (ETSA)	1	1	2	0	0	0	0	1	2	0	1	1	1	1	1	1	0	1	0	2	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
PERSONALITY RATING SCALE Patience (ETSA)	1	0	2	0	0	0	0	1	2	0	1	1	1	1	1	1	0	1	0	2	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
PERSONALITY RATING SCALE Sense of Humor (ETSA)	1	0	2	0	0	0	0	1	2	0	1	1	1	1	1	1	0	1	0	2	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
PRIMARY SELF-CONCEPT INVENTORY Personal-Self Domain (LCI)	0	0	1	0	0	0	0	0	1	0	1	1	0	1	0	1	1	1	2	2	1	1	1	1	1	1	0	0	0	1	0	0	0	0	0	0	P F F P
PRIMARY SELF-CONCEPT INVENTORY Total Score (LCI)	0	0	0	0	0	0	0	0	1	0	1	1	0	1	0	1	1	1	2	2	1	1	1	1	1	1	0	0	0	1	0	0	0	0	0	0	P F F P
Q-TAGS TEST OF PERSONALITY - FORM H Affective (IPR)	2	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	0	0	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
Q-TAGS TEST OF PERSONALITY - FORM H Hostile (IPR)	2	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	0	0	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
Q-TAGS TEST OF PERSONALITY - FORM S Affective (IPR)	2	1	2	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	0	0	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
Q-TAGS TEST OF PERSONALITY - FORM S Hostile (IPR)	2	1	2	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	0	0	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
SELF-CONCEPT AND MOTIVATION INVENTORY (WHAT FACE WOULD YOU WEAR?) - LATER ELEMENTARY FORM Achievement Investment (POM)	0	1	2	0	0	0	0	0	1	0	1	1	1	1	1	1	1	1	2	2	1	1	1	0	1	1	0	0	1	1	0	0	0	0	0	1	P F F P
STATE-TRAIT ANXIETY INVENTORY FOR CHILDREN ("HOW I FEEL QUESTIONNAIRE") Anxiety State (CPP)	3	0	2	0	2	0	0	0	2	0	1	1	1	0	1	1	1	1	2	2	1	1	1	0	1	1	0	0	0	0	1	2	0	1	2	2	P F P F
STATE-TRAIT ANXIETY INVENTORY FOR CHILDREN ("HOW I FEEL QUESTIONNAIRE") Anxiety Trait (CPP)	3	1	2	0	2	1	0	0	2	0	1	1	1	0	1	1	1	1	2	2	1	1	1	0	1	1	0	0	0	0	2	2	0	1	3	2	F F P F
SYMPTOMATOLOGY AND IDENTIFICATION OF A CHILD WITH LEARNING DISABILITIES Social and Behavioral Characteristics (PI)	0	0	1	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
TEACHER'S TRUST RATING SCALE Security (SCI)	0	1	2	0	0	0	0	0	2	0	1	1	0	0	0	0	1	1	1	0	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
WALKER PROBLEM BEHAVIOR IDENTIFICATION CHECKLIST Acting-Out (WPS)	1	1	1	1	0	0	0	0	2	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	0	1	2	0	0	0	0	0	2	P F F P
WALKER PROBLEM BEHAVIUR IDENTIFICATION CHECKLIST Immaturity (WPS)	1	1	1	1	0	0	0	0	2	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	0	1	2	0	0	0	0	0	2	P F F P

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	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
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Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
IC. Responsibility and Self-Control																																					
AAMD ADAPTIVE BEHAVIOR SCALE Hyperactive Tendencies (AAMD)	2	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	1	1	1	1	0	1	1	0	1	1	0	0	0	0	0	0	P G F P
AAMD ADAPTIVE BEHAVIOR SCALE Rebellious Behavior (AAMD)	2	1	1	0	0	0	0	0	1	0	1	1	1	1	1	1	1	1	2	0	1	1	1	1	0	1	1	0	1	1	0	0	0	0	0	0	P F F P
AAMD ADAPTIVE BEHAVIOR SCALE Responsibility (AAMD)	2	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	1	1	1	1	0	1	1	0	1	1	0	0	0	0	1	1	P G F P
AAMD ADAPTIVE BEHAVIOR SCALE Vocational Activity (AAMD)	2	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	1	1	1	1	0	1	1	0	1	1	0	0	0	0	0	0	P G F P
ASSOCIATION ADJUSTMENT INVENTORY Impulsive-Restrained (MB)	2	0	0	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	1	1	0	0	0	0	0	1	0	0	0	1	0	1	P G P P
ASSOCIATION ADJUSTMENT INVENTORY Juvenility (MB)	2	0	0	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	1	1	0	0	0	0	0	1	0	0	0	1	0	1	P G P P
ASSOCIATION ADJUSTMENT INVENTORY Rigid-Flexible (MB)	2	0	0	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	1	1	0	0	0	0	0	1	0	0	0	1	0	1	P G P P
BARCLAY CLASSROOM CLIMATE INVENTORY Group Group Disruptiveness (ESD)	1	0	0	0	0	0	0	1	0	0	1	0	0	0	0	1	0	1	1	2	1	0	2	0	1	1	0	0	1	2	1	0	0	0	0	0	P P F P
BRISTOL SOCIAL-ADJUSTMENT GUIDES - 1 AND 2 The Child in School Inconsequence (EITS)	2	1	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	1	1	0	1	1	1	0	0	0	0	0	0	0	0	0	P F P P
BRISTOL SOCIAL-ADJUSTMENT GUIDES - 1 AND 2 The Child in School Neurological (EITS)	2	0	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	1	1	0	1	1	1	0	0	0	0	0	0	0	0	0	P F P P
BRISTOL SOCIAL-ADJUSTMENT GUIDES - THE CHILD IN RESIDENTIAL CARE Habit Disorders (NFER)	0	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
BRISTOL SOCIAL-ADJUSTMENT GUIDES - THE CHILD IN RESIDENTIAL CARE Inconsequence (NFER)	0	1	1	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
BRISTOL SOCIAL-ADJUSTMENT GUIDES - THE CHILD IN THE FAMILY Child's Attitudes to the Father Hostility-Anxiety Conflict (NFER)	0	0	1	0	0	0	0	0	0	0	1	1	1	0	1	1	1	1	2	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
BRISTOL SOCIAL-ADJUSTMENT GUIDES - THE CHILD IN THE FAMILY Child's General Family-Insecurity Avoidance (NFER)	0	1	2	0	0	0	0	0	0	0	1	1	1	0	1	1	1	1	2	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
BURKS' BEHAVIOR RATING SCALE FOR ORGANIC BRAIN DYSFUNCTION Vegetative-Autonomic (AP)	2	1	2	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	2	0	1	1	1	0	0	1	0	0	0	1	0	0	0	0	0	0	P F P P
BURKS' BEHAVIOR RATING SCALES Poor Impulse Control (AP)	2	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	0	1	1	1	1	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
BURKS' BEHAVIOR RATING SCALES Poor Social Conformity (AP)	2	0	2	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	1	0	1	1	1	1	0	0	0	0	1	1	0	0	0	0	0	0	P F P P

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	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADUATION	
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Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-P
CALIFORNIA TEST OF PERSONALITY - ELEMENTARY Personal Adjustment Self-Reliance (CTB)	2	1	2	0	0	0	0	1	1	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	1	0	1	1	0	0	0	1	0	0	P G G P
CALIFORNIA TEST OF PERSONALITY - ELEMENTARY Social Adjustment Community Relations (CTB)	2	1	1	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	1	0	1	1	0	0	0	1	0	0	P G G P
CHILDREN'S BEHAVIOR QUESTIONNAIRE Scale B (2) to be Completed by Teachers Antisocial (MR)	0	0	1	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
CHILDREN'S PERSONALITY QUESTIONNAIRE (WHAT YOU DO AND WHAT YOU THINK) Disregards Rules vs. Conscientious (IPAT)	2	1	1	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	0	2	1	1	1	1	0	0	0	0	0	0	1	0	0	F G F P
CHILDREN'S PERSONALITY QUESTIONNAIRE (WHAT YOU DO AND WHAT YOU THINK) Uncontrolled vs. Controlled (IPAT)	2	1	1	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	0	2	1	1	1	1	0	0	0	0	0	0	1	0	0	F G F P
DEVELOPMENTAL PROFILE Self-Help Age (PDP)	1	0	2	0	0	0	0	0	1	1	1	1	0	0	1	1	0	1	2	0	1	0	1	1	0	0	1	0	1	0	0	0	0	0	0	0	F F P P
DEVEREUX ELEMENTARY SCHOOL BEHAVIOR RATING SCALE Additional Items Unable to Change (DFP)	1	0	1	0	0	0	0	0	2	0	1	1	0	0	0	1	0	1	1	0	1	1	0	1	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
DEVEREUX ELEMENTARY SCHOOL BEHAVIOR RATING SCALE Classroom Disturbance (DFP)	1	1	2	0	0	0	0	0	2	0	1	1	0	0	0	1	0	1	1	0	1	1	0	1	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
DEVEREUX ELEMENTARY SCHOOL BEHAVIOR RATING SCALE External Blame (DFP)	1	1	1	0	0	0	0	0	2	0	1	1	0	0	0	1	0	1	1	0	1	1	0	1	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
DEVEREUX ELEMENTARY SCHOOL BEHAVIOR RATING SCALE Impatience (DFP)	1	1	2	0	0	0	0	0	2	0	1	1	0	0	0	1	0	1	1	0	1	1	0	1	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
DEVEREUX ELEMENTARY SCHOOL BEHAVIOR RATING SCALE Irrelevant-Responsiveness (DFP)	1	0	0	0	0	0	0	0	2	0	1	1	0	0	0	1	0	1	1	0	1	1	0	1	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
HAND TEST Average Initial Response Time (WPS)	1	0	1	0	0	0	0	0	2	0	1	1	0	0	1	0	1	1	1	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
HAND TEST High Minus Low (WPS)	1	0	1	0	0	0	0	0	2	0	1	1	0	0	1	0	1	1	1	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
INITIAL LEARNING ASSESSMENT Behavioral and Emotional Characteristics (ATP)	0	0	1	0	0	0	0	0	2	0	1	0	0	0	0	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
INSTITUTE OF CHILD STUDY SECURITY TEST - ELEMENTARY FORM Consistency (GCT)	1	0	0	0	1	1	0	0	2	0	1	1	1	0	1	1	1	1	1	2	1	1	1	1	1	0	0	0	1	1	3	0	0	1	1	1	P F F P
INSTITUTE OF CHILD STUDY SECURITY TEST - ELEMENTARY FORM Security (GCT)	1	1	2	0	1	1	0	0	2	0	1	1	1	0	1	1	1	1	1	2	1	1	1	1	1	0	0	0	1	1	3	0	0	1	3	1	P F F F
JESNESS INVENTORY Manifest Aggression (CPP)	0	1	1	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	2	2	1	1	2	1	0	1	1	0	0	0	0	0	0	1	3	2	P F F P
JUNIOR EYSENCK PERSONALITY INVENTORY Lie Scale (NFER)	2	1	2	2	1	0	0	0	1	0	0	1	1	0	0	1	1	1	2	2	1	1	2	1	0	0	1	0	1	0	2	2	0	1	0	0	F F F P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT					COMPREHENSION			INSTRUCTIONS			FORMAT					ADMINISTRATION					INTERPRETATION						RELIABILITY						
	Item Selection	% Goal Assessed	% Items Belonging	Divergent / Factorial	Experimental/ Evaluational	CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence	POWER/SPEED TEST	RECORDING ANSWERS	Testing Group Size	Administrator	Time	EASE OF SCORING	QUALITY OF MANUAL	Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter	CAN DECISIONS BE MADE?	Test – Retest	Internal Consistency	Alternate Form	REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
Rating Range	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-2	0-3	0-3	0-1	0-2	0-2	G-E
LOUISVILLE BEHAVIOR CHECK LIST - FORM E2 Hyperactivity (CPRC)	1	0	1	0	0	0	0	0	0	1	0	1	0	0	0	1	1	1	2	0	0	1	1	0	1	1	0	0	0	0	0	0	0	0	0	0	P P P P
LOUISVILLE BEHAVIOR CHECK LIST - FORM E2 Psychotic Behavior (CPRC)	1	1	2	0	0	0	0	0	0	1	0	1	0	0	0	1	1	1	2	0	0	1	1	0	1	1	0	0	0	0	0	0	0	0	0	0	P P P P
LOUISVILLE BEHAVIOR CHECK LIST - FORM E2 Rare Deviance (CPRC)	1	1	0	0	0	0	0	0	0	1	0	1	0	0	0	1	1	1	2	0	0	1	1	0	1	1	0	0	0	0	0	0	0	0	0	0	P P P P
LOUISVILLE BEHAVIOR CHECK LIST - FORM E2 Scan Items (CPRC)	1	1	1	0	0	0	0	0	0	1	0	1	0	0	0	1	1	1	2	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
MINNESOTA SCHOOL AFFECT ASSESSMENT - FORM CU External Locus of Control (MSTP)	0	0	2	0	0	0	0	0	2	0	1	1	0	1	0	1	0	1	1	2	0	0	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
MINNESOTA SCHOOL AFFECT ASSESSMENT - FORM CU Extrinsic Motivation (MSTP)	0	0	2	0	0	0	0	0	2	0	1	1	0	1	0	1	0	1	1	2	0	0	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
NEW JUNIOR MAUDSLEY INVENTORY Lie Scale (NFER)	0	1	1	0	0	0	0	0	1	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	0	0	0	1	0	0	0	0	1	2	2	P F F P
OTTAWA SCHOOL BEHAVIOR CHECKLIST Conduct Problem (PCL)	0	1	1	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	2	0	0	0	0	0	0	1	0	0	0	0	0	0	F F P P
OTTAWA SCHOOL BEHAVIOR CHECKLIST Immaturity (PCL)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	2	0	0	0	0	0	0	1	0	0	0	0	0	0	P F P P
OTTAWA SCHOOL BEHAVIOR CHECKLIST Over-Activity (PCL)	0	1	1	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	2	0	0	0	0	0	0	1	0	0	0	0	0	0	P F P P
OTTAWA SCHOOL BEHAVIOR CHECKLIST Personality Problem (PCL)	0	1	1	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	2	0	0	0	0	0	0	1	0	0	0	0	0	0	P F P P
OTTAWA SCHOOL BEHAVIOR CHECKLIST Total (PCL)	0	1	1	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	2	0	0	0	0	0	0	1	0	0	0	0	0	0	P F P P
PERSONALITY RATING SCALE Dependability (ETSA)	1	0	2	0	0	0	0	1	0	0	1	1	1	1	1	1	0	1	0	2	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
PERSONALITY RATING SCALE Punctuality (ETSA)	1	0	2	0	0	0	0	1	2	0	1	1	1	1	1	1	0	1	0	2	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
PRECISION REFERRAL FORM (CRSP)	0	1	0	0	0	0	0	0	2	0	1	1	0	0	0	1	1	1	0	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
Q-TAGS TEST OF PERSONALITY - FORM H Reverie (IPR)	2	0	2	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	0	0	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
Q-TAGS TEST OF PERSONALITY - FORM S Reverie (IPR)	2	0	2	0	0	0	0	0	0	0	1	1	1	0	1	1	1	1	0	0	[illegible]	[illegible]	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
QUICK NEUROLOGICAL SCREENING TEST Behavioral Irregularities (ATP)	1	1	1	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	0	1	0	1	1	1	0	0	0	0	0	0	0	0	0	0	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER-SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent / Factorial	Experimental / Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range	0-2	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-P
SELF-CONCEPT AND MOTIVATION INVENTORY (WHAT FACE WOULD YOU WEAR?) - LATER ELEMENTARY FORM Self Adequacy (POM)	0	1	1	0	0	0	0	0	1	0	1	1	1	1	1	1	1	1	2	2	1	1	1	0	1	1	0	0	1	1	0	0	0	0	0	1	P F F P
SYMPTOMATOLOGY AND IDENTIFICATION OF A CHILD WITH LEARNING DISABILITIES Hyper-Active, Hyper-Kinetic (PI)	0	0	2	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
SYMPTOMATOLOGY AND IDENTIFICATION OF A CHILD WITH LEARNING DISABILITIES Impulsivity (PI)	0	0	1	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
TARGET BEHAVIOR (SEI)	0	2	2	0	0	0	0	0	2	0	1	1	1	0	1	1	0	1	1	0	1	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Aggression Motivation (DCH)	1	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Anality Motivation (DCH)	1	[illegible]	1	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Anality Outcome (DCH)	1	0	1	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TEACHER'S TRUST RATING SCALE Dependability (SCI)	0	1	2	0	0	0	0	0	2	0	1	1	0	0	0	0	1	1	1	0	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
WALKER PROBLEM BEHAVIOR IDENTIFICATION CHECKLIST Distractability (WPS)	1	1	1	1	0	0	0	0	2	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	0	1	2	0	0	0	0	0	2	P F F P
5. SOCIALIZATION																																					
AAMD ADAPTIVE BEHAVIOR SCALE Antisocial Behavior (AAMD)	2	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	1	1	1	1	0	1	1	0	1	1	0	0	0	0	0	0	P G F P
AAMD ADAPTIVE BEHAVIOR SCALE Socialization (AAMD)	2	1	2	[illegible]	0	0	0	0	1	0	1	1	1	1	1	1	1	1	2	0	1	1	1	1	0	1	1	0	1	1	0	0	0	0	3	1	P F F P
ASSOCIATION ADJUSTMENT INVENTORY Sociopathic-Empathetic (MB)	2	0	0	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	1	1	0	0	0	0	0	1	0	0	0	1	0	1	P G P P
CALIFORNIA TEST OF PERSONALITY - ELEMENTARY Total Adjustment (CTB)	2	1	0	0	0	0	0	1	1	1	1	1	1	1	1	1	1	1	2	2	1	0	2	1	1	1	1	0	1	1	0	0	0	1	0	0	P G F P
CHILDREN'S PERSONALITY QUESTIONNAIRE (WHAT YOU DO AND WHAT YOU THINK) Forthright vs. Astute (IPAT)	2	1	1	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	0	2	1	1	1	1	0	0	0	0	0	0	1	0	0	P G F P
EGO DEVELOPMENT SCALE Social Development (PEI)	1	1	1	1	0	1	0	1	1	0	1	0	0	0	0	1	0	1	1	2	1	1	1	0	0	0	0	0	1	0	0	0	0	1	3	1	P P P P
EGO DEVELOPMENT SCALE Total Ego Development (PEI)	1	1	1	1	1	1	0	1	1	0	1	0	0	0	0	1	0	1	1	2	1	1	1	0	0	0	0	0	1	0	0	2	0	1	3	1	P P P P
MULTIDIMENSIONAL MATURITY SCALE Social Maturity (PI)	1	0	1	0	0	0	0	0	1	0	1	1	0	0	0	1	0	1	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpretation		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	[illegible]
SOCIAL OPINIONS INVENTORY (CBF)	1	1	2	0	0	0	0	0	0	1	0	0	0	0	1	1	1	1	2	2	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
STS JUNIOR INVENTORY Getting Along with Others (STS)	3	1	1	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	1	2	1	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	P G P P
IV. Social Awareness																																					
AAMD ADAPTIVE BEHAVIOR SCALE Inappropriate Interpersonal Manners (AAMD)	2	0	2	0	0	0	0	0	0	0	1	1	1	1	1	1	1	1	2	0	1	1	1	1	0	1	1	0	1	1	0	0	0	0	0	0	P F F P
AAMD ADAPTIVE BEHAVIOR SCALE Withdrawal (AAMD)	2	0	1	0	0	0	0	0	1	0	1	1	1	1	1	1	1	1	2	0	1	1	1	1	0	1	1	0	1	1	0	0	0	0	0	0	P F F P
CALIFORNIA TEST OF PERSONALITY - ELEMENTARY Social Adjustment School Relations (CTB)	2	1	1	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	1	0	1	1	0	0	0	1	0	0	P G G P
IMBER CHILDREN'S TRUST SCALE Father (SCI)	0	1	1	0	0	0	0	0	1	0	1	1	1	0	0	0	1	1	2	2	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
IMBER CHILDREN'S TRUST SCALE Mother (SCI)	0	1	1	0	0	0	0	0	1	0	1	1	1	0	0	0	1	1	2	2	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
IMBER CHILDREN'S TRUST SCALE Peer (SCI)	0	1	1	0	0	0	0	0	1	0	1	1	1	0	0	0	1	1	2	2	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
IMBER CHILDREN'S TRUST SCALE Total Score (SCI)	0	1	1	0	0	0	0	0	1	0	1	1	1	0	0	0	1	1	2	2	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
INTER-PERSON PERCEPTION TEST (M)	2	2	2	0	0	0	0	0	0	1	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	0	1	0	0	0	0	1	0	0	P F F P
IT SCALE FOR CHILDREN (PTS)	1	0	2	0	0	0	0	0	0	0	0	0	1	0	1	0	1	1	2	0	1	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
JESNESS INVENTORY I-Level Probabilities Cultural Conformist (CPP)	0	0	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	2	2	1	1	2	0	0	0	1	0	0	0	0	0	0	1	0	0	P F P P
JESNESS INVENTORY I-Level Probabilities Cultural Identifier (CPP)	0	0	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	2	2	1	1	2	0	0	0	1	0	0	0	0	0	0	1	0	0	P F P P
JESNESS INVENTORY I-Level Probabilities Immature Conformist (CPP)	0	0	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	2	2	1	1	2	0	0	0	1	0	0	0	0	0	0	1	0	0	P F P P
JESNESS INVENTORY I-Level Probabilities Manipulator (CPP)	0	0	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	2	2	1	1	2	0	0	0	1	0	0	0	0	0	0	1	0	0	P F P P
JESNESS INVENTORY I-Level Probabilities Neurotic, Acting-Out (CPP)	0	0	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	2	2	1	1	2	0	0	0	1	0	0	0	0	0	0	1	0	0	P F P P
JESNESS INVENTORY I-Level Probabilities Neurotic, Anxious (CPP)	0	0	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	2	2	1	1	2	0	0	0	1	0	0	0	0	0	0	1	0	0	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent / Factorial	Experimental/ Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
JESNESS INVENTORY I-Level Probabilities Situational Emotional Reaction (CPP)	0	0	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	2	2	1	1	2	0	0	0	1	0	0	0	0	0	0	1	0	0	P F P P
JESNESS INVENTORY I-Level Probabilities Unsocialized, Aggressive (CPP)	0	0	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	2	2	1	1	2	0	0	0	1	0	0	0	0	0	0	1	0	0	P F P P
JESNESS INVENTORY I-Level Probabilities Unsocialized, Passive (CPP)	0	0	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	2	2	1	1	2	0	0	0	1	0	0	0	0	0	0	1	0	0	P F P P
JESNESS INVENTORY Repression (CPP)	0	1	1	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	2	2	1	1	2	1	0	1	1	0	0	0	0	0	0	1	2	2	P F F P
PERSONALITY RATING SCALE Boisterous-Quietness (ETSA)	1	0	2	0	0	0	0	1	2	0	1	1	1	1	1	1	0	1	0	2	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
PERSONALITY RATING SCALE Popularity (ETSA)	1	0	2	0	0	0	0	1	2	0	1	1	1	1	1	1	0	1	0	2	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
SELF-PERCEPTION INVENTORY - STUDENT FORMS Perceptions of Others (LMS)	1	1	2	0	0	0	0	1	2	0	1	0	0	0	0	0	1	1	1	2	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
SOCIOMETRIC TRUST QUESTIONNAIRE (SCI)	0	1	1	0	0	0	0	0	1	0	1	1	1	0	0	0	1	1	1	2	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Aggression Affect (DCH)	1	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Aggression Perception (DCH)	1	0	2	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Anality Perception (DCH)	1	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Conscience Perception (DCH)	1	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Identification Outcome (DCH)	1	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Identification Perception (DCH)	1	0	1	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Learning Perception (DCH)	1	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Limits Motivation (DCH)	1	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Limits Outcome (DCH)	1	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Limits Perception (DCH)	1	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P

ELEMENTARY GOAL / TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES			
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION				
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form							
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P			
TASKS OF EMOTIONAL DEVELOPMENT TEST Oedipal Perception (DCH)	1	0	1	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P	F	P	P
TASKS OF EMOTIONAL DEVELOPMENT TEST Self-Concept Perception (DCH)	1	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P	F	P	P
TASKS OF EMOTIONAL DEVELOPMENT TEST Separation Outcome (DCH)	1	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P	F	P	P
TASKS OF EMOTIONAL DEVELOPMENT TEST Separation Perception (DCH)	1	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P	F	P	P
TASKS OF EMOTIONAL DEVELOPMENT TEST Siblings Motivation (DCH)	1	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P	F	P	P
TASKS OF EMOTIONAL DEVELOPMENT TEST Siblings Outcome (DCH)	1	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P	F	P	P
TASKS OF EMOTIONAL DEVELOPMENT TEST Siblings Perception (DCH)	1	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P	F	P	P
TASKS OF EMOTIONAL DEVELOPMENT TEST Socialization Perception (DCH)	1	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P	F	P	P
TASKS OF EMOTIONAL DEVELOPMENT TEST Trust Motivation (DCH)	1	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P	F	P	P
TASKS OF EMOTIONAL DEVELOPMENT TEST Trust Outcome (DCH)	1	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P	F	P	P
TASKS OF EMOTIONAL DEVELOPMENT TEST Trust Perception (DCH)	1	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P	F	P	P
TEACHER'S TRUST RATING SCALE Trust (SCI)	0	1	1	0	0	0	0	0	1	0	1	1	0	0	0	0	1	1	1	0	1	1	1	0	0	0	0	0	1	0		0	0	0	0	0	P	P	P	P
5B. Social Values and Conduct																																								
ASSOCIATION ADJUSTMENT INVENTORY Withdrawal-Sociable (MB)	2	0	0	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	1	1	0	0	0	0	0	1	0	0	0	1	0	1	P	G	P	P
BARCLAY CLASSROOM CLIMATE INVENTORY Group Group Social-Conventional (ESD)	1	0	0	0	0	0	0	1	0	0	1	0	0	0	0	1	0	1	1	2	1	0	2	0	1	1	0	0	1	2	1	0	0	0	0	0	P	P	F	P
BARCLAY CLASSROOM CLIMATE INVENTORY Sociability-Affiliation (ESD)	0	1	1	0	0	0	0	0	1	0	0	0	0	0	0	1	1	1	1	0	1	0	2	0	1	1	0	0	1	1	0	0	0	0	0	0	P	P	P	P
BARCLAY CLASSROOM CLIMATE INVENTORY Teacher Rating Scales Social Adjustment (ESD)	0	1	1	0	0	0	0	0	2	0	0	1	1	0	1	1	1	1	2	0	1	1	2	0	1	1	0	0	1	0	0	0	0	0	0	0	F	F	P	P
BENE-ANTHONY FAMILY RELATIONS TEST FOR OLDER CHILDREN Sum of Incoming Negative - Father (NFER)	1	0	2	0	0	0	0	0	0	0	1	0	0	0	1	0	0	1	2	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P	P	P	P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent / Factorial	Experimental/ Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
BENE-ANTHONY FAMILY RELATIONS TEST FOR OLDER CHILDREN Sum of Incoming Negative - Mother (NFER)	1	0	2	0	0	0	0	0	0	0	1	0	0	0	1	0	0	1	2	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
BENE-ANTHONY FAMILY RELATIONS TEST FOR OLDER CHILDREN Sum of Incoming Negative - Nobody (NFER)	1	0	2	0	0	0	0	0	0	0	1	0	0	0	1	0	0	1	2	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
BENE-ANTHONY FAMILY RELATIONS TEST FOR OLDER CHILDREN Sum of Incoming Negative - Others in the Family (NFER)	1	0	2	0	0	0	0	0	0	0	1	0	0	0	1	0	0	1	2	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
BENE-ANTHONY FAMILY RELATIONS TEST FOR OLDER CHILDREN Sum of Incoming Negative - Self (NFER)	1	0	2	0	0	0	0	0	0	0	1	0	0	0	1	0	0	1	2	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
BENE-ANTHONY FAMILY RELATIONS TEST FOR OLDER CHILDREN Sum of Incoming Negative - Siblings (NFER)	1	0	2	0	0	0	0	0	0	0	1	0	0	0	1	0	0	1	2	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
BENE-ANTHONY FAMILY RELATIONS TEST FOR OLDER CHILDREN Sum of Incoming Positive - Father (NFER)	1	0	2	0	0	0	0	0	0	0	1	0	0	0	1	0	0	1	2	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
BENE-ANTHONY FAMILY RELATIONS TEST FOR OLDER CHILDREN Sum of Incoming Positive - Mother (NFER)	1	0	2	0	0	0	0	0	0	0	1	0	0	0	1	0	0	1	2	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
BENE-ANTHONY FAMILY RELATIONS TEST FOR OLDER CHILDREN Sum of Incoming Positive - Nobody (NFER)	1	0	2	0	0	0	0	0	0	0	1	0	0	0	1	0	0	1	2	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
BENE-ANTHONY FAMILY RELATIONS TEST FOR OLDER CHILDREN Sum of Incoming Positive - Others in the Family (NFER)	1	0	2	0	0	0	0	0	0	0	1	0	0	0	1	0	0	1	2	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
BENE-ANTHONY FAMILY RELATIONS TEST FOR OLDER CHILDREN Sum of Incoming Positive - Self (NFER)	1	0	2	0	0	0	0	0	0	0	1	0	0	0	1	0	0	1	2	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
BENE-ANTHONY FAMILY RELATIONS TEST FOR OLDER CHILDREN Sum of Incoming Positive - Siblings (NFER)	1	0	2	0	0	0	0	0	0	0	1	0	0	0	1	0	0	1	2	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
BENE-ANTHONY FAMILY RELATIONS TEST FOR OLDER CHILDREN Sum of Outgoing Negative - Father (NFER)	1	0	2	0	0	0	0	0	0	0	1	0	0	0	1	0	0	1	2	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
BENE-ANTHONY FAMILY RELATIONS TEST FOR OLDER CHILDREN Sum of Outgoing Negative - Mother (NFER)	1	0	2	0	0	0	0	0	0	0	1	0	0	0	1	0	0	1	2	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
BENE-ANTHONY FAMILY RELATIONS TEST FOR OLDER CHILDREN Sum of Outgoing Negative - Nobody (NFER)	1	0	2	0	0	0	0	0	0	0	1	0	0	0	1	0	0	1	2	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
BENE-ANTHONY FAMILY RELATIONS TEST FOR OLDER CHILDREN Sum of Outgoing Negative - Others in the Family (NFER)	1	0	2	0	0	0	0	0	0	0	1	0	0	0	1	0	0	1	2	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
BENE-ANTHONY FAMILY RELATIONS TEST FOR OLDER CHILDREN Sum of Outgoing Negative - Self (NFER)	1	0	2	0	0	0	0	0	0	0	1	0	0	0	1	0	0	1	2	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
BENE-ANTHONY FAMILY RELATIONS TEST FOR OLDER CHILDREN Sum of Outgoing Negative - Siblings (NFER)	1	0	2	0	0	0	0	0	0	0	1	0	0	0	1	0	0	1	2	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
BENE-ANTHONY FAMILY RELATIONS TEST FOR OLDER CHILDREN Sum of Outgoing Positive - Father (NFER)	1	0	2	0	0	0	0	0	0	0	1	0	0	0	1	0	0	1	2	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
BENE-ANTHONY FAMILY RELATIONS TEST FOR OLDER CHILDREN Sum of Outgoing Positive - Mother (NFER)	1	0	2	0	0	0	0	0	0	0	1	0	0	0	1	0	0	1	2	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
BENE-ANTHONY FAMILY RELATIONS TEST FOR OLDER CHILDREN Sum of Outgoing Positive - Nobody (NFER)	1	0	2	0	0	0	0	0	0	0	1	0	0	0	1	0	0	1	2	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
BENE-ANTHONY FAMILY RELATIONS TEST FOR OLDER CHILDREN Sum of Outgoing Positive - Others in the Family (NFER)	1	0	2	0	0	0	0	0	0	0	1	0	0	0	1	0	0	1	2	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
BENE-ANTHONY FAMILY RELATIONS TEST FOR OLDER CHILDREN Sum of Outgoing Positive - Self (NFER)	1	0	2	0	0	0	0	0	0	0	1	0	0	0	1	0	0	1	2	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
BENE-ANTHONY FAMILY RELATIONS TEST FOR OLDER CHILDREN Sum of Outgoing Positive - Siblings (NFER)	1	0	2	0	0	0	0	0	0	0	1	0	0	0	1	0	0	1	2	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
BENE-ANTHONY FAMILY RELATIONS TEST FOR OLDER CHILDREN Total Involvement - Father (NFER)	1	0	2	0	0	0	0	0	0	0	1	0	0	0	1	0	0	1	2	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
BENE-ANTHONY FAMILY RELATIONS TEST FOR OLDER CHILDREN Total Involvement - Mother (NFER)	1	0	2	0	0	0	0	0	0	0	1	0	0	0	1	0	0	1	2	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
BENE-ANTHONY FAMILY RELATIONS TEST FOR OLDER CHILDREN Total Involvement - Nobody (NFER)	1	0	2	0	0	0	0	0	0	0	1	0	0	0	1	0	0	1	2	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
BENE-ANTHONY FAMILY RELATIONS TEST FOR OLDER CHILDREN Total Involvement - Others in the Family (NFER)	1	0	2	0	0	0	0	0	0	0	1	0	0	0	1	0	0	1	2	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
BENE-ANTHONY FAMILY RELATIONS TEST FOR OLDER CHILDREN Total Involvement - Self (NFER)	1	0	2	0	0	0	0	0	0	0	1	0	0	0	1	0	0	1	2	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
BENE-ANTHONY FAMILY RELATIONS TEST FOR OLDER CHILDREN Total Involvement - Siblings (NFER)	1	0	2	0	0	0	0	0	0	0	1	0	0	0	1	0	0	1	2	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
BRADFIELD CLASSROOM INTERACTION ANALYSIS Pupil/Pupil/Teacher Interaction Scale (ATP)	0	1	2	0	0	0	0	0	2	0	1	1	0	0	1	1	0	1	0	1	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
BRISTOL SOCIAL-ADJUSTMENT GUIDES - 1 AND 2 The Child in School Hostility (EITS)	2	1	1	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	1	1	0	1	1	1	0	0	0	0	0	0	0	0	0	P F P P
BRISTOL SOCIAL-ADJUSTMENT GUIDES - 1 AND 2 The Child in School Over-Reaction Total (EITS)	2	1	1	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	1	1	0	1	1	1	0	0	0	0	0	0	0	0	0	P F P P
BRISTOL SOCIAL-ADJUSTMENT GUIDES - 1 AND 2 The Child in School Peer-Maladaptiveness (EITS)	2	1	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	1	1	0	1	1	1	0	0	0	0	0	0	0	0	0	P F P P
BRISTOL SOCIAL-ADJUSTMENT GUIDES - 1 AND 2 The Child in School Withdrawal (EITS)	2	1	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	1	1	0	1	1	1	0	0	0	0	0	0	0	0	0	P F P P
BRISTOL SOCIAL-ADJUSTMENT GUIDES - THE CHILD IN RESIDENTIAL CARE Human Unconcern (NFER)	0	0	2	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
BRISTOL SOCIAL-ADJUSTMENT GUIDES - THE CHILD IN RESIDENTIAL CARE Peer Maladaptiveness (NFER)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Item Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-3	[illegible]
BRISTOL SOCIAL-ADJUSTMENT GUIDES - THE CHILD IN RESIDENTIAL CARE Withdrawal (NFER)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
BRISTOL SOCIAL-ADJUSTMENT GUIDES - THE CHILD IN THE FAMILY Child's Attitudes to the Father Estrangement (NFER)	0	0	1	0	0	0	0	0	0	0	1	1	1	0	1	1	1	1	2	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
BRISTOL SOCIAL-ADJUSTMENT GUIDES - THE CHILD IN THE FAMILY Child's Attitudes to the Mother Estrangement (NFER)	0	1	2	0	0	0	0	0	0	0	1	1	1	0	1	1	1	2	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
BRISTOL SOCIAL-ADJUSTMENT GUIDES - THE CHILD IN THE FAMILY Child's General Family-Insecurity Miscellaneous Symptoms of Family-Insecurity (NFER)	0	0	1	0	0	0	0	0	0	0	1	1	1	0	1	1	1	1	2	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
BRISTOL SOCIAL-ADJUSTMENT GUIDES - THE CHILD IN THE FAMILY Child's General Family-Insecurity Seeking Parent-Substitute (NFER)	0	0	1	0	0	0	0	0	0	0	1	1	1	0	1	1	1	1	2	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
BRISTOL SOCIAL-ADJUSTMENT GUIDES - THE CHILD IN THE FAMILY Diagnostic Summary (NFER)	0	0	0	0	0	0	0	0	0	0	1	1	1	0	1	1	1	1	2	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
BURKS' BEHAVIOR RATING SCALE FOR ORGANIC BRAIN DYSFUNCTION Social-Emotional (AP)	2	1	1	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	2	0	1	1	1	0	0	1	0	0	0	1	0	0	0	0	0	0	P F P P
BURKS' BEHAVIOR RATING SCALES Excessive Aggressiveness (AP)	2	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	0	1	1	1	1	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
BURKS' BEHAVIOR RATING SCALES Excessive Resistance (AP)	2	0	1	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	1	0	1	1	1	1	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
BURKS' BEHAVIOR RATING SCALES Excessive Sense of Persecution (AP)	2	1	2	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	1	0	1	1	1	1	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
BURKS' BEHAVIOR RATING SCALES Excessive Sexuality (AP)	2	0	1	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	1	0	1	1	1	1	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
BURKS' BEHAVIOR RATING SCALES Excessive Withdrawal (AP)	2	1	2	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	1	0	1	1	1	1	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
BURKS' BEHAVIOR RATING SCALES Poor Sense of Identity (AP)	2	1	2	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	1	0	1	1	1	1	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
BUTTONS (WPS)	0	1	1	0	0	0	0	0	2	0	1	1	1	0	1	0	0	1	2	2	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
CALIFORNIA TEST OF PERSONALITY - ELEMENTARY Personal Adjustment Withdrawing Tendencies (CTB)	2	1	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	1	0	1	1	0	0	0	1	0	0	P G G P
CALIFORNIA TEST OF PERSONALITY - ELEMENTARY Social Adjustment Anti-Social Tendencies (CTB)	2	1	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	1	0	1	1	0	0	0	1	0	0	P G G P
CALIFORNIA TEST OF PERSONALITY - ELEMENTARY Social Adjustment Social Skills (CTB)	2	1	1	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	1	0	1	1	0	0	0	1	0	0	P G G P
CALIFORNIA TEST OF PERSONALITY - ELEMENTARY Social Adjustment Total (CTB)	2	2	0	0	0	0	0	1	1	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	1	0	1	1	0	0	0	1	0	0	P G G P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent / Factorial	Experimental / Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	[illegible]
CHILDREN'S BEHAVIOR QUESTIONNAIRE Scale A (2) to be Completed by Parents Antisocial (MR)	0	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
CHILDREN'S PERSONALITY QUESTIONNAIRE (WHAT YOU DO AND WHAT YOU THINK) Reserved vs. Warmhearted (IPAT)	2	1	1	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	0	2	1	1	1	1	0	0	0	0	0	0	1	0	0	P G F P
CHILDREN'S PERSONALITY QUESTIONNAIRE (WHAT YOU DO AND WHAT YOU THINK) Sober vs. Enthusiastic (IPAT)	2	0	1	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	0	2	1	1	1	1	0	0	0	0	0	0	1	0	0	P G F P
CHILDREN'S SELF-CONCEPTION TEST Acceptance of Social Values (MBC)	0	0	1	0	0	0	0	1	0	0	1	1	0	0	1	0	0	1	0	2	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
CHILDREN'S SELF-CONCEPTION TEST Rejection of Social Values (MBC)	0	0	1	0	0	0	0	1	0	0	1	1	0	0	1	0	0	1	0	2	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
DEVELOPMENTAL PROFILE Social Age (PDP)	1	1	2	0	0	0	0	0	2	1	1	1	0	0	1	1	0	1	2	0	1	0	1	1	0	0	1	0	1	0	0	0	0	0	0	0	P F P P
DEVEREUX ELEMENTARY SCHOOL BEHAVIOR RATING SCALE Need Closeness to Teacher (DFP)	1	1	1	0	0	0	0	0	2	0	1	1	0	0	0	1	0	1	1	0	1	1	0	1	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
FIRO-BC Affection Expressed Behavior (CPP)	0	1	2	0	0	0	0	1	2	0	1	1	1	0	1	1	0	1	1	2	1	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
FIRO-BC Affection Wanted Behavior (CPP)	0	1	2	0	0	0	0	1	2	0	1	1	1	0	1	1	0	1	1	2	1	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
FIRO-BC Inclusion Expressed Behavior (CPP)	0	1	2	0	0	0	0	1	2	0	1	1	1	0	1	1	0	1	1	2	1	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
FIRO-BC Inclusion Wanted Behavior (CPP)	0	1	2	0	0	0	0	1	2	0	1	1	1	0	1	1	0	1	1	2	1	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
GROUP PERSONALITY PROJECTIVE TEST Affiliation (PTS)	0	0	1	0	0	0	0	1	1	0	1	0	0	0	1	0	1	1	2	2	1	1	2	0	0	0	0	0	0	0	0	0	0	0	0	1	P F P P
HAND TEST Acting Out Ratio (WPS)	1	0	1	0	0	0	0	0	2	0	1	1	0	0	1	0	1	1	1	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
HAND TEST Affection (WPS)	1	0	1	0	0	0	0	0	2	0	1	1	0	0	1	0	1	1	1	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
HAND TEST Aggression (WPS)	1	0	1	0	0	0	0	0	2	0	1	1	0	0	1	0	1	1	1	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
HAND TEST Communication (WPS)	1	0	1	0	0	0	0	0	2	0	1	1	0	0	1	0	1	1	1	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
HAND TEST Direction (WPS)	1	0	1	0	0	0	0	0	2	0	1	1	0	0	1	0	1	1	1	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
HAND TEST Interpersonal (WPS)	1	0	1	0	0	0	0	0	2	0	1	1	0	0	1	0	1	1	1	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent / Factorial	Experimental/ Evolutional				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-P
INTEREST INVENTORY FOR ELEMENTARY GRADES People (CPS)	1	0	2	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	2	1	1	1	0	0	0	0	0	1	0	0	0	0	1	0	0	P F P P
INTERPERSONAL EFFECTIVENESS DIAGNOSIS Peer - Pattern (HDTI)	2	0	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	1	2	1	1	1	1	0	0	0	0	1	1	0	0	0	0	0	0	P G F P
JESNESS INVENTORY Alienation (CPP)	0	1	2	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	2	2	1	1	2	1	0	1	1	0	0	0	0	0	0	1	2	2	P F F P
JUNIOR EYSENCK PERSONALITY INVENTORY Extraversion (NFER)	2	1	2	2	1	0	0	0	1	0	0	1	1	0	0	1	1	1	2	2	1	1	2	1	0	0	1	0	1	0	2	2	0	1	0	0	F F F P
KUDER E - GENERAL INTEREST SURVEY Social Service (SRA)	1	1	0	0	0	0	0	1	2	0	1	1	0	1	1	1	1	1	2	2	1	0	2	1	1	1	0	0	1	1	2	2	0	1	0	0	P G F P
LOUISVILLE BEHAVIOR CHECK LIST - FORM E2 Aggression Total (CPRC)	1	1	1	0	0	0	0	0	0	1	0	1	0	0	0	1	1	1	2	0	0	1	1	0	1	1	0	0	0	0	0	0	0	0	0	0	P P P P
LOUISVILLE BEHAVIOR CHECK LIST - FORM E2 Antisocial Behavior (CPRC)	1	1	1	0	0	0	0	0	0	1	0	1	0	0	0	1	1	1	2	0	0	1	1	0	1	1	0	0	0	0	0	0	0	0	0	0	P P P P
LOUISVILLE BEHAVIOR CHECK LIST - FORM E2 Infantile Aggression (CPRC)	1	1	1	0	0	0	0	0	0	1	0	1	0	0	0	1	1	1	2	0	0	1	1	0	1	1	0	0	0	0	0	0	0	0	0	0	P P P P
LOUISVILLE BEHAVIOR CHECK LIST - FORM E2 Prosocial Behavior (CPRC)	1	1	0	0	0	0	0	0	0	1	0	1	0	0	0	1	1	1	2	0	0	1	1	0	1	1	0	0	0	0	0	0	0	0	0	0	P P P P
Mac B PERSONAL COMPETENCE INVENTORY Peer Acceptance Index (JAB)	0	0	1	0	1	0	0	0	2	0	1	1	1	0	1	0	1	1	1	2	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
MINNESOTA SCHOOL AFFECT ASSESSMENT - FORM CU Academic Fellowship (MSTP)	0	1	2	0	0	0	0	0	2	0	1	1	0	1	0	1	0	1	1	2	0	0	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
MINNESOTA SCHOOL AFFECT ASSESSMENT - FORM CU Co-operation (MSTP)	0	1	1	0	0	0	0	0	2	0	1	1	0	1	0	1	0	1	1	2	0	0	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
MINNESOTA SCHOOL AFFECT ASSESSMENT - FORM CU Importance of Affect (MSTP)	0	0	1	0	0	0	0	0	2	0	1	1	0	1	0	1	0	1	1	2	0	0	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
MINNESOTA SCHOOL AFFECT ASSESSMENT - FORM CU Peers (MSTP)	0	0	2	0	0	0	0	0	2	0	1	1	0	1	0	1	0	1	1	2	0	0	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
NEW JUNIOR MAUDSLEY INVENTORY Extraversion Scale (NFER)	0	1	1	0	0	0	0	0	1	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	0	1	0	0	0	0	1	0	0	P F F P
PERSONAL ADJUSTMENT INVENTORY - FOR BOYS Family Maladjustment (APR)	0	0	1	0	0	0	0	0	0	0	1	1	1	0	0	1	1	1	1	1	1	0	1	0	0	1	0	0	1	0	0	0	0	1	0	0	P P P P
PERSONAL ADJUSTMENT INVENTORY - FOR BOYS Social Maladjustment (APR)	0	1	1	0	0	0	0	0	0	0	1	1	1	0	0	1	1	1	1	1	1	0	1	0	0	1	0	0	1	0	0	0	0	1	0	0	P P P P
PERSONAL ADJUSTMENT INVENTORY - FOR GIRLS Family Maladjustment (APR)	0	0	1	0	0	0	0	0	0	0	1	1	1	0	0	1	1	1	1	1	1	0	1	0	0	1	0	0	1	0	0	0	0	1	0	0	P P P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES			
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION				
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form							
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P			
PERSONAL ADJUSTMENT INVENTORY - FOR GIRLS Social Maladjustment (APR)	0	1	1	0	0	0	0	0	0	0	1	1	1	0	0	1	1	1	1	1	1	0	1	0	0	1	0	0	1	0	0	0	0	1	0	0	P	P	P	P
PERSONALITY RATING SCALE Co-operation (ETSA)	1	1	2	0	0	0	0	1	2	0	1	1	1	1	1	1	0	1	0	2	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P	F	P	P
PERSONALITY RATING SCALE Courtesy (ETSA)	1	0	2	0	0	0	0	1	2	0	1	1	1	1	1	1	0	1	0	2	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P	F	P	P
PERSONALITY RATING SCALE Entertaining (ETSA)	1	0	2	0	0	0	0	1	2	0	1	1	1	1	1	1	0	1	0	2	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P	F	P	P
PERSONALITY RATING SCALE Generosity (ETSA)	1	0	2	0	0	0	0	1	2	0	1	1	1	1	1	1	0	1	0	2	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P	F	P	P
PERSONALITY RATING SCALE Sociability (ETSA)	1	1	2	0	0	0	0	1	0	0	1	1	1	1	1	1	0	1	0	2	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P	F	P	P
PERSONALITY RATING SCALE Thoughtfulness (ETSA)	1	1	2	0	0	0	0	1	2	0	1	1	1	1	1	1	0	1	0	2	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P	F	P	P
PRIMARY SELF-CONCEPT INVENTORY Social-Self Domain (LCI)	0	1	1	0	0	0	0	0	1	0	1	1	0	1	0	1	1	1	2	2	1	1	1	1	1	1	0	0	0	1	0	0	0	0	0	0	P	F	F	P
Q-TAGS TEST OF PERSONALITY - FORM H Social (IPR)	2	2	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	0	0	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P	F	P	P
Q-TAGS TEST OF PERSONALITY - FORM S Social (IPR)	2	2	2	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	0	0	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P	F	P	P
SCHOOL ATTITUDE SURVEY About Other Children And Me (AP)	2	1	2	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	2	2	1	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P	F	P	P
SCHOOL BEHAVIOR CHECK LIST-FORM A2 (CPRC)	0	1	1	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	1	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P	F	P	P
SYMTOMATOLOGY AND IDENTIFICATION OF A CHILD WITH LEARNING DISABILITIES Aggressive Behavior (PI)	0	0	2	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P	P	P	P
TASKS OF EMOTIONAL DEVELOPMENT TEST Anality Affect (DCH)	1	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P	F	P	P
TASKS OF EMOTIONAL DEVELOPMENT TEST Identification Affect (DCH)	1	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P	F	P	P
TASKS OF EMOTIONAL DEVELOPMENT TEST Identification Motivation (DCH)	1	0	1	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P	F	P	P
TASKS OF EMOTIONAL DEVELOPMENT TEST Limits Affect (DCH)	1	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P	F	P	P
TASKS OF EMOTIONAL DEVELOPMENT TEST Oedipal Affect (DCH)	1	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P	F	P	P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent / Factorial	Experimental/ Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-3	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-3	0-3	0-1	0-3	0-2	G F P
TASKS OF EMOTIONAL DEVELOPMENT TEST Oedipal Motivation (DCH)	1	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Oedipal Outcome (DCH)	1	0	1	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Siblings Affect (DCH)	1	0	1	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Socialization Affect (DCH)	1	1	1	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Trust Affect (DCH)	1	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TEST OF SOCIAL INSIGHT (YOUTH EDITION) Aggressiveness (MB)	1	1	2	0	0	0	0	1	0	0	0	1	0	0	1	1	1	1	2	2	1	0	2	1	0	0	0	0	0	1	0	0	0	1	0	0	P F P P
TEST OF SOCIAL INSIGHT (YOUTH EDITION) Competitiveness (MB)	1	1	2	0	0	0	0	1	0	0	0	1	0	0	1	1	1	1	2	2	1	0	2	1	0	0	0	0	0	1	0	0	0	1	0	0	P F P P
TEST OF SOCIAL INSIGHT (YOUTH EDITION) Cooperativeness (MB)	1	1	2	0	0	0	0	1	0	0	0	1	0	0	1	1	1	1	2	2	1	0	2	1	0	0	0	0	0	1	0	0	0	1	0	0	P F P P
TEST OF SOCIAL INSIGHT (YOUTH EDITION) Passivity (MB)	1	1	2	0	0	0	0	1	0	0	0	1	0	0	1	1	1	1	2	2	1	0	2	1	0	0	0	0	0	1	0	0	0	1	0	0	P F P P
TEST OF SOCIAL INSIGHT (YOUTH EDITION) Total Score (MB)	1	2	2	0	0	0	0	1	0	0	0	1	0	0	1	1	1	1	2	2	1	0	1	1	0	0	0	0	0	1	0	0	0	1	0	0	P F P P
TEST OF SOCIAL INSIGHT (YOUTH EDITION) Withdrawal (MB)	1	1	2	0	0	0	0	1	0	0	0	1	0	0	1	1	1	1	2	2	1	0	2	1	0	0	0	0	0	1	0	0	0	1	0	0	P F P P
WALKER PROBLEM BEHAVIOR IDENTIFICATION CHECKLIST Withdrawal (WPS)	1	1	1	1	0	0	0	0	2	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	0	1	2	0	0	0	0	0	2	P F F P
WRAY BEHAVIOR SCALE (RDCES)	0	1	1	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
3. ATTITUDES, VALUES, AND MOTIVATION																																					
DAILY BEHAVIOR CARD (B)	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	1	0	1	1	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
MULTIDIMENSIONAL MATURITY SCALE Psychosexual Maturity (PI)	1	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
ROHDE SENTENCE COMPLETIONS (WPS)	2	1	1	0	0	0	0	0	0	0	1	0	0	0	1	1	1	1	2	2	1	0	0	1	0	0	0	0	0	0	0	0	0	1	0	0	P P P P
VALUE SURVEY (HT)	0	1	1	0	0	0	0	1	0	0	1	0	0	0	1	1	0	1	2	2	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent / Factorial	Experimental/ Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
3A. School Orientation																																					
CHILDREN'S PICTORIAL ATTITUDE SCALE (JWL)	1	2	2	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	2	1	1	1	0	1	1	0	0	1	0	0	0	0	0	3	2	P F F P
DEVEREUX ELEMENTARY SCHOOL BEHAVIOR RATING SCALE Disrespect-Defiance (DFP)	1	1	1	0	0	0	0	0	2	0	1	1	0	0	0	1	0	1	1	0	1	1	0	1	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
EDUCATION APPERCEPTION TEST (WPS)	2	2	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
EGO DEVELOPMENT SCALE Educational Development (PEI)	1	2	1	1	0	1	0	1	1	0	1	0	0	0	0	1	0	1	1	2	1	1	1	0	0	0	0	0	1	0	0	0	0	1	3	1	P P P P
HOW I SEE MYSELF - ELEMENTARY FORM Teacher-School (IJG)	3	1	2	0	0	0	0	0	2	0	1	1	0	1	0	1	0	1	2	2	1	1	1	1	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
IMBER CHILDREN'S TRUST SCALE Teacher (SCI)	0	1	1	0	0	0	0	0	1	0	1	1	1	0	0	0	1	1	2	2	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
INTEREST INVENTORY FOR ELEMENTARY GRADES School Subjects (CPS)	1	1	2	0	0	0	0	1	1	0	1	1	1	1	0	1	1	1	1	2	1	1	1	0	0	0	0	0	1	0	0	0	0	1	0	0	P F P P
INTERPERSONAL EFFECTIVENESS DIAGNOSIS Administrative - Pattern (HDTI)	2	1	1	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	1	2	1	1	1	1	0	0	0	0	1	1	0	0	0	0	0	0	P G F P
INTERPERSONAL EFFECTIVENESS DIAGNOSIS Teacher - Pattern (HDTI)	2	0	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	1	2	1	1	1	1	0	0	0	0	1	1	0	0	0	0	0	0	P G F P
MINNESOTA SCHOOL AFFECT ASSESSMENT - FORM CU Academic Set (MSTP)	0	1	2	0	0	0	0	0	2	0	1	1	0	1	0	1	0	1	1	2	0	0	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
MINNESOTA SCHOOL AFFECT ASSESSMENT - FORM CU Behavioral Constraint (MSTP)	0	0	1	0	0	0	0	0	2	0	1	1	0	1	0	1	0	1	1	2	0	0	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
MINNESOTA SCHOOL AFFECT ASSESSMENT - FORM CU General School Interest (MSTP)	0	1	2	0	0	0	0	0	2	0	1	1	0	1	0	1	0	1	1	2	0	0	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
MINNESOTA SCHOOL AFFECT ASSESSMENT - FORM CU Intrinsic Motivation (MSTP)	0	1	2	0	0	0	0	0	2	0	1	1	0	1	0	1	0	1	1	2	0	0	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
MINNESOTA SCHOOL AFFECT ASSESSMENT - FORM CU Marking Basis (MSTP)	0	0	1	0	0	0	0	0	1	0	1	1	0	1	0	1	0	1	1	2	0	0	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P P P P
MINNESOTA SCHOOL AFFECT ASSESSMENT - FORM CU Non-Communication (MSTP)	0	0	1	0	0	0	0	0	2	0	1	1	0	1	0	1	0	1	1	2	0	0	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
MINNESOTA SCHOOL AFFECT ASSESSMENT - FORM CU Non-Mastery (MSTP)	0	0	1	0	0	0	0	0	2	0	1	1	0	1	0	1	0	1	1	2	0	0	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
MINNESOTA SCHOOL AFFECT ASSESSMENT - FORM CU School Personnel (MSTP)	0	0	2	0	0	0	0	0	2	0	1	1	0	1	0	1	0	1	1	2	0	0	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-F-P
MINNESOTA SCHOOL AFFECT ASSESSMENT - FORM CU Vocational Relevance (MSTP)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	0	1	0	1	1	2	0	0	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P P P P
POLITTE SENTENCE COMPLETION TEST (PEI)	0	1	0	0	0	0	0	0	2	0	1	1	0	0	0	0	1	1	1	2	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
PRIMARY SELF-CONCEPT INVENTORY Intellectual-Self Domain (LCI)	0	1	1	0	0	0	0	0	1	0	1	1	0	1	0	1	1	1	2	2	1	1	1	1	1	1	0	0	0	1	0	0	0	0	0	0	P F F P
SCHOOL APPERCEPTION METHOD (SPC)	2	1	1	0	0	0	0	0	1	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	P F P P
SCHOOL ATTITUDE SURVEY About Me And My Classroom (AP)	2	1	2	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	2	2	1	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
SCHOOL ATTITUDE SURVEY About The Teacher And Me (AP)	2	1	2	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	2	2	1	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
SCHOOL ATTITUDE SURVEY About The Things We Learn (AP)	2	1	2	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	2	2	1	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
SCHOOL ATTITUDE TEST (LCI)	2	2	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	1	1	0	0	0	0	1	1	0	0	0	1	0	0	P G F P
STANDARD READING INVENTORY SRI Check List of Reading Habits Security (BERS)	0	0	1	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
STS JUNIOR INVENTORY About Me And My School (STS)	3	2	1	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	1	2	1	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	P G P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Learning Affect (DCH)	1	0	1	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Learning Outcome (DCH)	1	0	1	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TPSC SCALE School (SPS)	1	1	2	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	2	1	1	1	0	1	1	0	0	1	1	0	0	0	1	0	0	P F F P
TPSC SCALE Teachers (SPS)	1	0	2	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	2	1	1	1	0	1	1	0	0	1	1	0	0	0	1	0	0	P F F P
3B. Self-Esteem																																					
BARCLAY CLASSROOM CLIMATE INVENTORY Self-Competency Self Artistic-Intellectual (ESD)	1	0	1	0	0	0	0	1	2	0	1	0	0	0	1	1	1	1	2	2	1	0	2	0	1	1	0	0	1	2	0	0	0	0	0	0	P F F P
BARCLAY CLASSROOM CLIMATE INVENTORY Self-Competency Self Enterprising (ESD)	1	0	1	0	0	0	0	1	2	0	1	0	0	0	1	1	1	1	2	2	1	0	2	0	1	1	0	0	1	2	0	0	0	0	0	0	P F F P
BARCLAY CLASSROOM CLIMATE INVENTORY Self-Competency Self Realistic-Outdoor (ESD)	1	0	1	0	0	0	0	1	2	0	1	0	0	0	1	1	1	1	2	2	1	0	2	0	1	1	0	0	1	2	0	0	0	0	0	0	P F F P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evolutional				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
BARCLAY CLASSROOM CLIMATE INVENTORY Self-Competency Self Social-Conventional (ESD)	1	0	1	0	0	0	0	1	2	0	1	0	0	0	1	1	1	1	2	2	1	0	2	0	1	1	0	0	1	2	0	0	0	0	0	0	P F F P
BARCLAY CLASSROOM CLIMATE INVENTORY Self-Competency Self Total (ESD)	1	1	1	0	0	0	0	1	2	0	1	0	0	0	1	1	1	1	2	2	1	0	2	0	1	1	0	0	1	2	1	0	0	0	0	0	P F F P
CALIFORNIA TEST OF PERSONALITY - ELEMENTARY Personal Adjustment Feeling of Belonging (CTB)	2	1	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	1	0	1	1	0	0	0	1	0	0	P G G P
CALIFORNIA TEST OF PERSONALITY - ELEMENTARY Personal Adjustment Sense of Personal Worth (CTB)	2	1	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	1	0	1	1	0	0	0	1	0	0	P G G P
CALIFORNIA TEST OF PERSONALITY - ELEMENTARY Personal Adjustment Total (CTB)	2	2	0	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	1	0	1	1	0	0	0	1	0	0	P G G P
CALIFORNIA TEST OF PERSONALITY - ELEMENTARY Social Adjustment Family Relations (CTB)	2	1	1	0	0	0	0	1	1	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	1	0	1	1	0	0	0	1	0	0	P G G P
CHILDREN'S SELF-CONCEPTION TEST Corrected Raw Score (MBC)	0	0	2	0	0	0	0	1	0	0	1	1	0	0	1	0	0	1	0	2	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
CHILDREN'S SELF-CONCEPTION TEST Self Acceptance Score (MBC)	0	0	1	0	0	0	0	1	0	0	1	1	0	0	1	0	0	1	0	2	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
CHILDREN'S SELF-CONCEPTION TEST Self Rejection Score (MBC)	0	0	1	0	0	0	0	1	0	0	1	1	0	0	1	0	0	1	0	2	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
HAND TEST Exhibition (WPS)	1	0	1	0	0	0	0	0	2	0	1	1	0	0	1	0	1	1	1	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
HOW I SEE MYSELF - ELEMENTARY FORM Academic Adequacy (IJG)	3	1	2	0	0	0	0	0	2	0	1	1	0	1	0	1	0	1	2	2	1	1	1	1	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
HOW I SEE MYSELF - ELEMENTARY FORM Autonomy (IJG)	3	1	2	0	0	0	0	0	1	0	1	1	0	1	0	1	0	1	2	2	1	1	1	1	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
HOW I SEE MYSELF - ELEMENTARY FORM Boy-Social (IJG)	3	1	2	0	0	0	0	0	2	0	1	1	0	1	0	1	0	1	2	2	1	1	1	1	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
HOW I SEE MYSELF - ELEMENTARY FORM Girl-Social (IJG)	3	1	2	0	0	0	0	0	2	0	1	1	0	1	0	1	0	1	2	2	1	1	1	1	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
HOW I SEE MYSELF - ELEMENTARY FORM Interpersonal Adequacy (IJG)	3	1	2	0	0	0	0	0	2	0	1	1	0	1	0	1	0	1	2	2	1	1	1	1	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
HOW I SEE MYSELF - ELEMENTARY FORM Physical Appearance (IJG)	3	1	2	0	0	0	0	0	1	0	1	1	0	1	0	1	0	1	2	2	1	1	1	1	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
KAHN TEST OF SYMBOL ARRANGEMENT Recall Final Estimate (PTS)	1	0	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
KAHN TEST OF SYMBOL ARRANGEMENT Recall Initial Estimate (PTS)	1	0	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent / Factorial	Experimental / Evolutional				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Reports	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-F-P
Mac B PERSONAL COMPETENCE INVENTORY Self Perception Index (JAB)	1	1	1	0	1	0	0	0	2	0	1	1	1	1	0	0	1	1	2	2	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
MINNESOTA SCHOOL AFFECT ASSESSMENT - FORM CU Academic Support (MSTP)	0	1	1	0	0	0	0	0	2	0	1	1	0	1	0	1	0	1	1	2	0	0	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
MINNESOTA SCHOOL AFFECT ASSESSMENT - FORM CU Acceptance (MSTP)	0	1	2	0	0	0	0	0	2	0	1	1	0	1	0	1	0	1	1	2	0	0	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
MINNESOTA SCHOOL AFFECT ASSESSMENT - FORM CU Confrontation Anxiety (MSTP)	0	1	1	0	0	0	0	0	2	0	1	1	0	1	0	1	0	1	1	2	0	0	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
MINNESOTA SCHOOL AFFECT ASSESSMENT - FORM CU Failure Anxiety (MSTP)	0	0	2	0	0	0	0	0	2	0	1	1	0	1	0	1	0	1	1	2	0	0	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
MINNESOTA SCHOOL AFFECT ASSESSMENT - FORM CU General Security (MSTP)	0	1	1	0	0	0	0	0	2	0	1	1	0	1	0	1	0	1	1	2	0	0	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
MINNESOTA SCHOOL AFFECT ASSESSMENT - FORM CU Marking Irrelevance (MSTP)	0	0	1	0	0	0	0	0	1	0	1	1	0	1	0	1	0	1	1	2	0	0	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P P P P
MINNESOTA SCHOOL AFFECT ASSESSMENT - FORM CU Personal Support (MSTP)	0	0	2	0	0	0	0	0	2	0	1	1	0	1	0	1	0	1	1	2	0	0	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
MINNESOTA SCHOOL AFFECT ASSESSMENT - FORM CU Personal Worth as Student (MSTP)	0	1	2	0	0	0	0	0	2	0	1	1	0	1	0	1	0	1	1	2	0	0	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
MY SELF CHECKLIST (FP)	0	2	1	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	2	2	1	1	0	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
PERSONAL ADJUSTMENT INVENTORY - FOR BOYS Personal Inferiority (APR)	0	1	1	0	0	0	0	0	0	0	1	1	1	0	0	1	1	1	1	1	1	0	1	0	0	1	0	0	1	0	0	0	0	1	0	0	F P P P
PERSONAL ADJUSTMENT INVENTORY - FOR GIRLS Personal Inferiority (APR)	0	1	1	0	0	0	0	0	0	0	1	1	1	0	0	1	1	1	1	1	1	0	1	0	0	1	0	0	1	0	0	0	0	1	0	0	P P P P
PIERS-HARRIS CHILDREN'S SELF CONCEPT SCALE (CRT)	2	2	2	0	0	1	0	1	2	0	1	1	1	0	0	1	1	1	2	2	1	1	2	1	1	1	1	0	0	0	2	2	0	1	0	0	P F F P
SELF-CONCEPT ADJECTIVE CHECKLIST (PEI)	1	2	1	0	0	0	0	0	1	0	1	1	0	0	1	1	1	1	2	2	1	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	P F P P
SELF-CONCEPT AND MOTIVATION INVENTORY (WHAT FACE WOULD YOU WEAR?) - LATER ELEMENTARY FORM Role Expectations (POM)	0	1	1	0	0	0	0	0	1	0	1	1	1	1	1	1	1	1	2	2	1	1	1	0	1	1	0	0	1	1	0	0	0	0	0	1	F F F P
SELF-PERCEPTION INVENTORY - STUDENT FORMS Form SC - S (LMS)	1	1	1	0	0	0	0	1	2	0	1	0	0	0	0	0	1	1	1	2	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
SELF-PERCEPTION INVENTORY - STUDENT FORMS Ideal Concept (LMS)	1	2	1	0	0	0	0	1	2	0	1	0	0	0	0	0	1	1	1	2	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
SELF-PERCEPTION INVENTORY - STUDENT FORMS Reflected Self - Classmates (LMS)	1	2	1	0	0	0	0	1	2	0	1	0	0	0	0	0	1	1	1	2	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent / Factorial	Experimental / Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-2	0-2	GFP
SELF-PERCEPTION INVENTORY - STUDENT FORMS Reflected Self - Parents (LMS)	1	2	1	0	0	0	0	1	2	0	1	0	0	0	0	0	1	1	1	2	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
SELF-PERCEPTION INVENTORY - STUDENT FORMS Reflected Self - Teachers (LMS)	1	2	1	0	0	0	0	1	2	0	1	0	0	0	0	0	1	1	1	2	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
SELF-PERCEPTION INVENTORY - STUDENT FORMS Self Concept (LMS)	1	2	1	0	0	0	0	1	2	0	1	0	0	0	0	0	1	1	1	2	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
SELF-PERCEPTION INVENTORY - STUDENT FORMS Total Discrepancy Score (LMS)	1	1	1	0	0	0	0	1	2	0	1	0	0	0	0	0	1	1	1	2	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
SELF-PROFILE Q-SORT (PEP)	0	1	1	0	0	0	0	0	1	0	1	0	0	0	0	1	0	1	2	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
STS JUNIOR INVENTORY About Myself (STS)	3	1	1	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	[illegible]	2	1	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	P G P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Self-Concept Affect (DCH)	1	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Self-Concept Motivation (DCH)	1	1	1	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Self-Concept Outcome (DCH)	1	0	1	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TEACHER'S TRUST RATING SCALE Trustworthiness (SCI)	0	1	2	0	0	0	0	0	2	0	1	1	0	0	0	0	1	1	1	0	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
XC. Achievement Motivation																																					
AAMD ADAPTIVE BEHAVIOR SCALE Self-Direction (AAMD)	2	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	1	1	1	1	0	1	1	0	1	1	0	0	0	0	3	1	P G F P
BARCLAY CLASSROOM CLIMATE INVENTORY Achievement-Motivation (ESD)	0	1	2	0	0	0	0	0	1	0	0	0	0	0	0	1	1	1	1	0	1	0	2	0	1	1	0	0	1	1	0	0	0	0	0	0	F P P P
BARCLAY CLASSROOM CLIMATE INVENTORY Control-Stability (ESD)	0	0	1	0	0	0	0	0	1	0	0	0	0	0	0	1	1	1	1	0	1	0	2	0	1	1	0	0	1	1	0	0	0	0	0	0	P P P P
BARCLAY CLASSROOM CLIMATE INVENTORY Group Group Artistic-Intellectual (ESD)	1	0	0	0	0	1	0	1	0	0	1	0	0	0	0	1	0	1	1	2	1	0	2	0	1	1	0	0	1	2	2	0	0	0	0	0	P P F P
BARCLAY CLASSROOM CLIMATE INVENTORY Group Group Enterprising (ESD)	1	0	0	0	0	0	0	1	0	0	1	0	0	0	0	1	0	1	1	2	1	0	2	0	1	1	0	0	1	2	2	0	0	0	0	0	P P F P
BARCLAY CLASSROOM CLIMATE INVENTORY Group Group Total (ESD)	1	0	0	0	0	0	0	1	0	0	1	0	0	0	0	1	0	1	1	2	1	0	2	0	1	1	0	0	1	2	1	0	0	0	0	0	P P F P
BARCLAY CLASSROOM CLIMATE INVENTORY Teacher Rating Scales Effort and Motivation (ESD)	0	1	1	0	0	0	0	0	2	0	0	1	1	0	1	1	1	1	2	0	1	1	2	0	1	1	0	0	1	0	0	0	0	0	0	0	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
BEHAVIOR RATING SCALE (LRDC)	1	0	0	0	0	0	0	0	2	0	1	1	1	0	1	1	0	1	1	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
BRISTOL SOCIAL-ADJUSTMENT GUIDES - 1 AND 2 The Child in School Depression (EITS)	2	1	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	1	1	0	1	1	1	0	0	0	0	0	0	0	0	0	P F P P
BRISTOL SOCIAL-ADJUSTMENT GUIDES - THE CHILD IN RESIDENTIAL CARE Depression (NFER)	0	1	1	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
BURKS' BEHAVIOR RATING SCALES Poor Attention (AP)	2	1	2	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	1	0	1	1	1	1	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
BURKS' BEHAVIOR RATING SCALES Poor Ego Strength (AP)	2	1	1	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	0	1	1	1	1	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
CAREER MATURITY INVENTORY Attitude Scale (CTB)	3	1	1	0	0	0	0	1	1	0	1	0	1	0	1	1	1	1	1	2	1	1	2	1	1	1	0	0	1	1	0	2	0	1	3	2	P F F F
CASSEL GROUP LEVEL OF ASPIRATION TEST Aspiration "D" Score (WPS)	0	0	2	0	0	0	0	1	2	0	0	0	1	1	1	1	1	1	2	2	1	1	1	0	0	0	0	0	0	1	0	2	0	1	0	0	P F P P
CASSEL GROUP LEVEL OF ASPIRATION TEST Clinical "D" Score (WPS)	0	0	2	0	0	0	0	1	2	0	0	0	1	1	1	1	1	1	2	2	1	1	1	0	0	0	0	0	0	1	0	2	0	1	0	0	P F P P
CASSEL GROUP LEVEL OF ASPIRATION TEST Hausmann Score (WPS)	0	0	2	0	0	0	0	1	2	0	0	0	1	1	1	1	1	1	2	2	1	1	1	0	0	0	0	0	0	1	0	2	0	1	0	0	P F P P
CASSEL GROUP LEVEL OF ASPIRATION TEST L.A.Q. Score (WPS)	0	0	2	0	0	0	0	1	2	0	0	0	1	1	1	1	1	1	2	2	1	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	P F P P
CASSEL GROUP LEVEL OF ASPIRATION TEST Physiological Response to Failure (WPS)	0	0	2	0	0	0	0	1	2	0	0	0	1	1	1	1	1	1	2	2	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
CASSEL GROUP LEVEL OF ASPIRATION TEST Psychological Response to Failure (WPS)	0	0	2	0	0	0	0	1	2	0	0	0	1	1	1	1	1	1	2	2	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
CASSEL GROUP LEVEL OF ASPIRATION TEST Unstructured First Goal (WPS)	0	0	2	0	0	0	0	1	2	0	0	0	1	1	1	1	1	1	2	2	1	1	2	0	0	0	0	0	0	1	0	0	0	1	0	0	P F P P
CREATIVITY ATTITUDE SURVEY (PEI)	2	1	1	0	2	0	0	1	2	0	1	1	1	0	1	0	1	1	2	2	1	1	2	0	0	0	0	0	1	0	1	2	0	0	0	0	P F P P
DEVEREUX ELEMENTARY SCHOOL BEHAVIOR RATING SCALE Additional Items Quits (DFP)	1	0	2	0	0	0	0	0	2	0	1	1	0	0	0	1	0	1	1	0	1	1	0	1	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
DEVEREUX ELEMENTARY SCHOOL BEHAVIOR RATING SCALE Additional Items Slow Work (DFP)	1	0	2	0	0	0	0	0	2	0	1	1	0	0	0	1	0	1	1	0	1	1	0	1	0	0	0	0	1	0	0	0	0	0	0	0	P P [illegible]
HAND TEST Acquisition (WPS)	1	0	1	0	0	0	0	0	2	0	1	1	0	0	1	0	1	1	1	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
HAND TEST Active (WPS)	1	0	1	0	0	0	0	0	2	0	1	1	0	0	1	0	1	1	1	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-1	0-3	0-2	G F P
HAND TEST Environmental (WPS)	1	0	1	0	0	0	0	0	2	0	1	1	0	0	1	0	1	1	1	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
HAND TEST Passive (WPS)	1	0	1	0	0	0	0	0	2	0	1	1	0	0	1	0	1	1	1	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
LIFE-SPACE SURVEY (ATP)	0	1	1	0	0	0	0	1	1	0	1	1	0	0	1	1	1	1	1	2	1	1	0	1	0	0	0	0	1	1	0	0	0	1	0	0	P F P P
LOUISVILLE BEHAVIOR CHECK LIST - FORM E2 Academic Disability (CPRC)	1	0	1	0	0	0	0	0	0	1	0	1	0	0	0	1	1	1	2	0	0	1	1	0	1	1	0	0	0	0	0	0	0	0	0	0	P P P P
LOUISVILLE BEHAVIOR CHECK LIST - FORM E2 Learning Disability Total (CPRC)	1	0	1	0	0	0	0	0	0	1	0	1	0	0	0	1	1	1	2	0	0	1	1	0	1	1	0	0	0	0	0	0	0	0	0	0	P P P P
MINNESOTA SCHOOL AFFECT ASSESSMENT - FORM CU Academic Press (MSTP)	0	0	1	0	0	0	0	0	2	0	1	1	0	1	0	1	0	1	1	2	0	0	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
MINNESOTA SCHOOL AFFECT ASSESSMENT - FORM CU Competition (MSTP)	0	0	2	0	0	0	0	0	2	0	1	1	0	1	0	1	0	1	1	2	0	0	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
MINNESOTA SCHOOL AFFECT ASSESSMENT - FORM CU Need for Direction (MSTP)	0	0	1	0	0	0	0	0	2	0	1	1	0	1	0	1	0	1	1	2	0	0	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
MINNESOTA SCHOOL AFFECT ASSESSMENT - FORM CU Perseverance (MSTP)	0	0	2	0	0	0	0	0	2	0	1	1	0	1	0	1	0	1	1	2	0	0	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
NEALE ANALYSIS OF READING ABILITY Qualitative Assessment Personal Characteristics (NFER)	0	0	1	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	0	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
PERSONALITY RATING SCALE Pep (ETSA)	1	0	2	0	0	0	0	1	2	0	1	1	1	1	1	1	0	1	0	2	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
PERSONALITY RATING SCALE Persistence (ETSA)	1	0	2	0	0	0	0	1	2	0	1	1	1	1	1	1	0	1	0	2	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
PIMSLEUR LANGUAGE ATTITUDE BATTERY Grades in Major Subjects (HBJ)	2	0	1	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	1	2	1	0	0	0	0	1	0	0	0	0	1	0	0	P G F P
Q-TAGS TEST OF PERSONALITY - FORM H Assertive (IPR)	2	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	0	0	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
Q-TAGS TEST OF PERSONALITY - FORM H Effective (IPR)	2	1	1	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	0	0	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
Q-TAGS TEST OF PERSONALITY - FORM S Assertive (IPR)	2	1	2	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	0	0	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
Q-TAGS TEST OF PERSONALITY - FORM S Effective (IPR)	2	1	1	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	0	0	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
SELF-CONCEPT AND MOTIVATION INVENTORY (WHAT FACE WOULD YOU WEAR?) - LATER ELEMENTARY FORM Achievement Needs (POM)	0	1	2	0	0	0	0	0	1	0	1	1	1	1	1	1	1	1	2	2	1	1	1	0	1	1	0	0	1	1	0	0	0	0	0	1	P F F P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT					COMPREHENSION			INSTRUCTIONS			FORMAT					ADMINISTRATION					INTERPRETATION						RELIABILITY						
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational	CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence	POWER/SPEED TEST	RECORDIPG ANSWERS	Testing Group Size	Administrator	Time	EASE OF SCORING	QUALITY OF MANUAL	Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter	CAN DECISIONS BE MADE?	Test — Retest	Internal Consistency	Alternate Form	REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
SELF-CONCEPT AND MOTIVATION INVENTORY (WHAT FACE WOULD YOU WEAR?) - LATER ELEMENTARY FORM Sources of Support Climate (PUM)	0	1	1	0	0	0	0	0	1	0	1	1	1	1	1	1	1	1	2	2	1	1	1	0	1	1	0	0	1	1	0	0	0	0	0	1	P F F P
SYMPTOMATOLOGY AND IDENTIFICATION OF A CHILD WITH LEARNING DISABILITIES Attention (PI)	0	0	1	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
SYMPTOMATOLOGY AND IDENTIFICATION OF A CHILD WITH LEARNING DISABILITIES Hypo-Active, Hypo-Kinetic (PI)	0	0	2	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Learning Motivation (DCH)	1	0	1	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Socialization Motivation (DCH)	1	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
3D. Interests																																					
BARCLAY CLASSROOM CLIMATE INVENTORY Behavioral Interest Reinforcers Conventional (ESD)	1	0	2	0	0	0	0	1	2	0	1	0	0	0	1	1	1	1	2	2	1	0	2	0	1	1	0	0	1	2	0	0	0	0	0	0	P F F P
BARCLAY CLASSROOM CLIMATE INVENTORY Behavioral Interest Reinforcers Esthetic (ESD)	1	0	2	0	0	0	0	1	2	0	1	0	0	0	1	1	1	1	2	2	1	0	2	0	1	1	0	0	1	2	0	0	0	0	0	0	P F F P
BARCLAY CLASSROOM CLIMATE INVENTORY Behavioral Interest Reinforcers Peer Females (ESD)	1	0	2	0	0	0	0	1	2	0	1	0	0	0	1	1	1	1	2	2	1	0	2	0	1	1	0	0	1	2	0	0	0	0	0	0	P F F P
BARCLAY CLASSROOM CLIMATE INVENTORY Behavioral Interest Reinforcers Peer Male (ESD)	1	0	2	0	0	0	0	1	2	0	1	0	0	0	1	1	1	1	2	2	1	0	2	0	1	1	0	0	1	2	0	0	0	0	0	0	P F F P
BARCLAY CLASSROOM CLIMATE INVENTORY Behavioral Interest Reinforcers Self-Stimulating (ESD)	1	0	2	0	0	0	0	1	2	0	1	0	0	0	1	1	1	1	2	2	1	0	2	0	1	1	0	0	1	2	0	0	0	0	0	0	P F F P
BA[illegible] CLASSROOM CLIMATE INVENTORY Classroom Climate Index (ESD)	1	0	2	0	0	0	0	1	2	0	1	0	0	0	1	1	1	1	2	2	1	0	2	0	1	1	0	0	1	2	0	0	0	0	0	0	P F F P
CALIFORNIA TEST OF PERSONALITY - ELEMENTARY Interests and Activities (CTB)	0	2	2	0	0	0	0	1	1	0	1	1	0	0	0	1	1	1	2	2	1	1	0	1	0	0	1	0	1	0	0	0	0	0	0	0	P F P P
CHILDREN'S PERSONALITY QUESTIONNAIRE (WHAT YOU DO AND WHAT YOU THINK) Tough-Minded vs. Tender-Minded (IPAT)	2	0	2	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	0	2	1	1	1	1	0	0	0	0	0	0	1	0	0	P G F P
EDUCATIONAL DEVELOPMENT SERIES - ADVANCED LEVEL My School Plans (STS)	1	0	2	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	1	2	1	0	0	0	1	1	1	0	0	0	0	0	0	P G F P
EDUCATIONAL DEVELOPMENT SERIES - ELEMENTARY LEVEL My School Plans (STS)	1	0	2	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	1	2	1	0	0	0	0	1	1	0	0	0	0	0	0	P G F P
GESELL DEVELOPMENTAL KIT Home and School Preferences (WPS)	0	1	2	0	1	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
GILLILAND LEARNING POTENTIAL EXAMINATION Interest Area (MRP)	0	0	2	0	0	0	0	0	1	0	0	1	0	0	0	0	0	1	2	2	1	1	1	0	1	0	1	0	1	0	0	0	0	0	0	0	P P F P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
INTEREST INVENTORY FOR ELEMENTARY GRADES Activities (CPS)	1	2	1	0	0	0	0	1	2	0	1	1	0	0	0	1	1	1	1	2	1	1	1	0	0	0	0	0	1	0	0	0	0	1	0	0	P F P P
INTEREST INVENTORY FOR ELEMENTARY GRADES Games and Toys (CPS)	1	1	2	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	2	1	1	1	0	0	0	0	0	1	0	0	0	0	1	0	0	P F P P
INTEREST INVENTORY FOR ELEMENTARY GRADES Hobbies (CPS)	1	1	1	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	2	1	1	1	0	0	0	0	0	1	0	0	0	0	1	0	0	P F P P
INTEREST INVENTORY FOR ELEMENTARY GRADES Movies (CPS)	1	0	2	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	2	1	1	1	0	0	0	0	0	1	0	0	0	0	1	0	0	P F P P
INTEREST INVENTORY FOR ELEMENTARY GRADES Radio (CPS)	1	0	2	0	0	0	0	1	1	0	1	1	1	1	0	1	1	1	1	2	1	1	1	0	0	0	0	0	1	0	0	0	0	1	0	0	P F P P
INTEREST INVENTORY FOR ELEMENTARY GRADES Things to Own (CPS)	1	1	1	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	2	1	1	1	0	0	0	0	0	1	0	0	0	0	1	0	0	P F P P
KUDER E - GENERAL INTEREST SURVEY Mechanical (SRA)	1	0	0	0	0	0	0	1	2	0	1	1	0	1	1	1	1	1	2	2	1	0	2	1	1	1	0	0	1	1	2	2	0	1	0	0	P G F P
PERSONALITY RATING SCALE Interests (ETSA)	1	1	2	0	0	0	0	1	2	0	1	1	1	1	1	1	0	1	0	2	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
STS JUNIOR INVENTORY Things in General (STS)	3	1	1	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	1	2	1	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	P G P P
WHAT I LIKE TO DO Home Arts (SRA)	1	1	1	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	0	2	1	1	0	0	1	1	2	0	3	0	1	1	1	P G F P
WHAT I LIKE TO DO Manual Arts (SRA)	1	1	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	0	2	1	1	0	0	1	1	2	0	2	0	1	1	1	P G F P
WHAT I LIKE TO DO Quiet Play (SRA)	1	1	1	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	0	2	1	1	0	0	1	1	2	0	2	0	1	1	1	P G F P
ARTS AND CRAFTS																																					
4. VALUING ART																																					
4A. Appreciation of Art																																					
4B. Internalization of Art																																					
EDUCATIONAL DEVELOPMENT SERIES - ADVANCED LEVEL My Favorite School Subjects Art (STS)	0	0	2	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	2	2	1	1	2	1	0	0	0	1	1	1	0	0	0	0	0	0	P F F P
EDUCATIONAL DEVELOPMENT SERIES - ELEMENTARY LEVEL My Favorite School Subjects Art (STS)	0	0	2	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	2	2	1	1	2	1	0	0	0	0	1	1	2	0	0	0	0	0	P F F P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
KUDER E - GENERAL INTEREST SURVEY Artistic (SRA)	1	1	0	0	0	0	0	1	2	0	1	1	0	1	1	1	1	1	2	2	1	0	2	1	1	1	0	0	1	1	2	2	0	1	0	0	P G F P
MINNESOTA SCHOOL AFFECT ASSESSMENT - FORM CU Fine Arts (MSTP)	0	0	0	0	0	0	0	0	2	0	1	1	0	1	0	1	0	1	1	2	0	0	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
WELSH FIGURE PREFERENCE TEST Barron-Welsh Art Scale (CPP)	1	0	2	0	0	0	0	1	2	0	1	0	0	0	1	1	1	1	0	2	1	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
WELSH FIGURE PREFERENCE TEST Children Scale (CPP)	1	0	2	0	0	0	0	1	2	0	1	0	0	0	1	1	1	1	0	2	1	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
WELSH FIGURE PREFERENCE TEST Conformance Score (CPP)	1	0	2	0	0	0	0	1	2	0	1	0	0	0	1	1	1	1	0	2	1	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
WELSH FIGURE PREFERENCE TEST Don't Like Score (CPP)	1	0	2	0	0	0	0	1	2	0	1	0	0	0	1	1	1	1	0	2	1	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
WELSH FIGURE PREFERENCE TEST Figure-Ground Scale (CPP)	1	0	2	0	0	0	0	1	2	0	1	0	0	0	1	1	1	1	0	2	1	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
WELSH FIGURE PREFERENCE TEST Male-Female Scale (CPP)	1	0	2	0	0	0	0	1	2	0	1	0	0	0	1	1	1	1	0	2	1	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
WELSH FIGURE PREFERENCE TEST Neuropsychiatric Scale (CPP)	1	0	2	0	0	0	0	1	2	0	1	0	0	0	1	1	1	1	0	2	1	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
WELSH FIGURE PREFERENCE TEST Repeat Score (CPP)	1	0	2	0	0	0	0	1	2	0	1	0	0	0	1	1	1	1	0	2	1	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
WELSH FIGURE PREFERENCE TEST Revised Art Scale (CPP)	1	0	2	0	0	0	0	1	2	0	1	0	0	0	1	1	1	1	0	2	1	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
WELSH FIGURE PREFERENCE TEST Sex Symbol Scales Combined Male and Female Symbol Scale (CPP)	1	0	2	0	0	0	0	1	2	0	1	0	0	0	1	1	1	1	0	2	1	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
WELSH FIGURE PREFERENCE TEST Sex Symbol Scales Female Sex Symbol Scale (CPP)	1	0	2	0	0	0	0	1	2	0	1	0	0	0	1	1	1	1	0	2	1	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
WELSH FIGURE PREFERENCE TEST Sex Symbol Scales Male Sex Symbol Scale (CPP)	1	0	2	0	0	0	0	1	2	0	1	0	0	0	1	1	1	1	0	2	1	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
WELSH FIGURE PREFERENCE TEST Sex Symbol Scales Neutral Symbol Scale (CPP)	1	0	2	0	0	0	0	1	2	0	1	0	0	0	1	1	1	1	0	2	1	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
WELSH FIGURE PREFERENCE TEST Sex Symbol Scales XX Scale (CPP)	1	0	2	0	0	0	0	1	2	0	1	0	0	0	1	1	1	1	0	2	1	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
WHAT I LIKE TO DO Art (SRA)	1	1	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	0	2	1	1	0	0	1	1	2	0	2	0	1	1	1	P G F P
5. PRODUCING ART																																					

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustrations & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test-Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	[illegible]
5A. Representational Skill in Art																																					
GOODENOUGH-HARRIS DRAWING TEST Point Scale Average (HBJ)	2	0	2	0	0	0	0	1	2	2	1	1	0	0	1	1	1	1	2	2	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	0	P G P P
GOODENOUGH-HARRIS DRAWING TEST Point Scale Man (HBJ)	2	0	2	0	0	1	0	1	2	2	1	1	0	0	1	1	1	1	2	2	1	1	0	0	1	0	1	1	0	0	0	0	0	0	3	2	P G P P
GOODENOUGH-HARRIS DRAWING TEST Point Scale Self (HBJ)	2	0	2	0	0	0	0	1	2	0	1	1	0	0	1	1	1	1	2	2	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
GOODENOUGH-HARRIS DRAWING TEST Point Scale Woman (HBJ)	2	0	2	0	0	0	0	1	2	2	1	1	0	0	1	1	1	1	2	2	1	1	0	0	1	0	1	1	0	0	0	0	0	0	3	2	P G P P
GOODENOUGH-HARRIS DRAWING TEST Quality Scale Average (HBJ)	2	0	2	0	0	0	0	1	2	2	1	1	1	0	1	1	1	1	2	2	1	1	0	0	1	0	1	1	0	0	0	0	0	0	0	0	P G P P
GOODENOUGH-HARRIS DRAWING TEST Quality Scale Man (HBJ)	2	0	2	0	0	0	0	1	2	2	1	1	1	0	1	1	1	1	2	2	1	1	0	0	1	0	1	1	0	0	0	0	0	0	3	2	P G P P
GOODENOUGH-HARRIS DRAWING TEST Quality Scale Woman (HBJ)	2	0	2	0	0	0	0	1	2	2	1	1	1	0	1	1	1	1	2	2	1	1	0	0	1	0	1	1	0	0	0	0	0	0	3	2	P G P P
THREE-DIMENSIONAL TEST FOR VISUALIZATION SKILL Level II Operational Imagery (ATP)	0	0	2	0	0	0	0	0	2	0	1	0	0	0	0	1	0	1	1	2	1	1	0	0	0	0	0	0	1	2	0	0	0	0	0	0	P P P P
5B. Expressive Skill in Art																																					
6. UNDERSTANDING ART																																					
6A. Art Analysis																																					
ART VOCABULARY (M)	2	0	2	0	0	0	0	1	1	0	1	1	1	1	1	1	1	1	2	2	1	1	2	0	1	1	0	0	1	1	0	0	0	1	0	0	P G F P
6B. Developmental Understanding of Art																																					
CAREER EDUCATION																																					
7. CAREER VALUES AND UNDERSTANDING																																					
7A. Knowledge of Vocations and Careers																																					
CAREER MATURITY INVENTORY Competence Test Choosing a Job (CTB)	2	1	2	0	0	0	0	1	1	1	1	0	1	0	1	1	1	1	2	2	1	1	2	1	1	1	0	0	1	1	0	2	0	1	2	2	P F F P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent / Factorial	Experimental/ Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-F-P
CAREER MATURITY INVENTORY Competence Test Knowing About Jobs (CTB)	2	1	2	0	0	0	0	1	1	1	1	0	1	0	1	1	1	1	2	2	1	1	2	1	1	1	0	0	1	1	0	2	0	1	2	2	P F F P
CAREER MATURITY INVENTORY Competence Test Looking Ahead (CTB)	2	1	2	0	0	0	0	1	1	1	1	0	1	0	1	1	1	1	2	2	1	1	2	1	1	1	0	0	1	1	0	2	0	1	3	2	P F F F
COMPREHENSIVE CAREER ASSESSMENT SCALE Agribusiness and Natural Resources - Familiarity (LCI)	2	0	2	0	0	0	0	1	1	0	0	1	1	1	1	1	1	1	2	1	1	1	1	1	0	0	0	0	1	1	0	0	0	1	0	0	P F P P
COMPREHENSIVE CAREER ASSESSMENT SCALE Business and Office - Familiarity (LCI)	2	0	2	0	0	0	0	1	1	0	0	1	1	1	1	1	1	1	2	1	1	1	1	1	0	0	0	0	1	1	0	0	0	1	0	0	P F P P
COMPREHENSIVE CAREER ASSESSMENT SCALE Communications and Media - Familiarity (LCI)	2	0	2	0	0	0	0	1	1	0	0	1	1	1	1	1	1	1	2	1	1	1	1	1	0	0	0	0	1	1	0	0	0	1	0	0	P F P P
COMPREHENSIVE CAREER ASSESSMENT SCALE Construction - Familiarity (LCI)	2	0	2	0	0	0	0	1	1	0	0	1	1	1	1	1	1	1	2	1	1	1	1	1	0	0	0	0	1	1	0	0	0	1	0	0	P F P P
COMPREHENSIVE CAREER ASSESSMENT SCALE Consumer and Homemaking Education - Familiarity (LCI)	2	0	2	0	0	0	0	1	1	0	0	1	1	1	1	1	1	1	2	1	1	1	1	1	0	0	0	0	1	1	0	0	0	1	0	0	P F P P
COMPREHENSIVE CAREER ASSESSMENT SCALE Environment - Familiarity (LCI)	2	0	2	0	0	0	0	1	1	0	0	1	1	1	1	1	1	1	2	1	1	1	1	1	0	0	0	0	1	1	0	0	0	1	0	0	P F P P
COMPREHENSIVE CAREER ASSESSMENT SCALE Fine Arts and Humanities - Familiarity (LCI)	2	0	2	0	0	0	0	1	1	0	0	1	1	1	1	1	1	1	2	1	1	1	1	1	0	0	0	0	1	1	0	0	0	1	0	0	P F P P
COMPREHENSIVE CAREER ASSESSMENT SCALE Health - Familiarity (LCI)	2	0	2	0	0	0	0	1	1	0	0	1	1	1	1	1	1	1	2	1	1	1	1	1	0	0	0	0	1	1	0	0	0	1	0	0	P F P P
COMPREHENSIVE CAREER ASSESSMENT SCALE Hospitality and Recreation - Familiarity (LCI)	2	0	2	0	0	0	0	1	1	0	0	1	1	1	1	1	1	1	2	1	1	1	1	1	0	0	0	0	1	1	0	0	0	1	0	0	P F P P
COMPREHENSIVE CAREER ASSESSMENT SCALE Manufacturing - Familiarity (LCI)	2	0	2	0	0	0	0	1	1	0	0	1	1	1	1	1	1	1	2	1	1	1	1	1	0	0	0	0	1	1	0	0	0	1	0	0	P F P P
COMPREHENSIVE CAREER ASSESSMENT SCALE Marine Science - Familiarity (LCI)	2	0	2	0	0	0	0	1	1	0	0	1	1	1	1	1	1	1	2	1	1	1	1	1	0	0	0	0	1	1	0	0	0	1	0	0	P F P P
COMPREHENSIVE CAREER ASSESSMENT SCALE Marketing and Distribution - Familiarity (LCI)	2	0	2	0	0	0	0	1	1	0	0	1	1	1	1	1	1	1	2	1	1	1	1	1	0	0	0	0	1	1	0	0	0	1	0	0	P F P P
COMPREHENSIVE CAREER ASSESSMENT SCALE Personal Service - Familiarity (LCI)	2	0	2	0	0	0	0	1	1	0	0	1	1	1	1	1	1	1	2	1	1	1	1	1	0	0	0	0	1	1	0	0	0	1	0	0	P F P P
COMPREHENSIVE CAREER ASSESSMENT SCALE Public Service - Familiarity (LCI)	2	0	2	0	0	0	0	1	1	0	0	1	1	1	1	1	1	1	2	1	1	1	1	1	0	0	0	0	1	1	0	0	0	1	0	0	P F P P
COMPREHENSIVE CAREER ASSESSMENT SCALE Transportation - Familiarity (LCI)	2	0	2	0	0	0	0	1	1	0	0	1	1	1	1	1	1	1	2	1	1	1	1	1	0	0	0	0	1	1	0	0	0	1	0	0	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
7B. Interest in Vocations and Careers																																					
BARCLAY CLASSROOM CLIMATE INVENTORY Vocational Vocational Control (ESD)	1	0	2	0	0	0	0	1	1	0	0	0	0	0	1	1	1	1	2	2	1	0	2	0	1	1	0	0	1	2	1	0	0	0	0	0	P F F P
BARCLAY CLASSROOM CLIMATE INVENTORY Vocational Vocational Conventional (ESD)	1	0	2	0	0	0	0	1	1	0	0	0	0	0	1	1	1	1	2	2	1	0	2	0	1	1	0	0	1	2	0	0	0	0	0	0	P F F P
BARCLAY CLASSROOM CLIMATE INVENTORY Vocational Vocational Enterprising (ESD)	1	0	2	0	0	0	0	1	1	0	0	0	0	0	1	1	1	1	2	2	1	0	2	0	1	1	0	0	1	2	0	0	0	0	0	0	P F F P
BARCLAY CLASSROOM CLIMATE INVENTORY Vocational Vocational Intellectual-Scientific (ESD)	1	0	2	0	0	0	0	1	1	0	0	0	0	0	1	1	1	1	2	2	1	0	2	0	1	1	0	0	1	2	1	0	0	0	0	0	P F F P
BARCLAY CLASSROOM CLIMATE INVENTORY Vocational Vocational Realistic-Outdoor (ESD)	1	0	2	0	0	0	0	1	1	0	0	0	0	0	1	1	1	1	2	2	1	0	2	0	1	1	0	0	1	2	1	0	0	0	0	0	P F F P
BARCLAY CLASSROOM CLIMATE INVENTORY Vocational Vocational Social (ESD)	1	0	2	0	0	0	0	1	1	0	0	0	0	0	1	1	1	1	2	2	1	0	2	0	1	1	0	0	1	2	0	0	0	0	0	0	P F F P
BARCLAY CLASSROOM CLIMATE INVENTORY Vocational Vocational Status (ESD)	1	0	2	0	0	0	0	1	1	0	0	0	0	0	1	1	1	1	2	2	1	0	2	0	1	1	0	0	1	2	0	0	0	0	0	0	P F F P
BARCLAY CLASSROOM CLIMATE INVENTORY Vocational Vocational Total (ESD)	1	1	2	0	0	0	0	1	1	0	0	0	0	0	1	1	1	1	2	2	1	0	2	0	1	1	0	0	1	2	0	0	0	0	0	0	P F F P
COMPREHENSIVE CAREER ASSESSMENT SCALE Agribusiness and Natural Resources - Interest (LCI)	2	0	2	0	0	0	0	1	1	0	0	1	1	1	1	1	1	1	2	1	1	1	1	1	0	0	0	0	1	1	0	0	0	1	0	0	P F P P
COMPREHENSIVE CAREER ASSESSMENT SCALE Business and Office - Interest (LCI)	2	0	2	0	0	0	0	1	1	0	0	1	1	1	1	1	1	1	2	1	1	1	1	1	0	0	0	0	1	1	0	0	0	1	0	0	P F P P
COMPREHENSIVE CAREER ASSESSMENT SCALE Communications and Media - Interest (LCI)	2	0	2	0	0	0	0	1	1	0	0	1	1	1	1	1	1	1	2	1	1	1	1	1	0	0	0	0	1	1	0	0	0	1	0	0	P F P P
COMPREHENSIVE CAREER ASSESSMENT SCALE Construction - Interest (LCI)	2	0	2	0	0	0	0	1	1	0	0	1	1	1	1	1	1	1	2	1	1	1	1	1	0	0	0	0	1	1	0	0	0	1	0	0	P F P P
COMPREHENSIVE CAREER ASSESSMENT SCALE Consumer and Homemaking Education - Interest (LCI)	2	0	2	0	0	0	0	1	1	0	0	1	1	1	1	1	1	1	2	1	1	1	1	1	0	0	0	0	1	1	0	0	0	1	0	0	P F P P
COMPREHENSIVE CAREER ASSESSMENT SCALE Environment - Interest (LCI)	2	0	2	0	0	0	0	1	1	0	0	1	1	1	1	1	1	1	2	1	1	1	1	1	0	0	0	0	1	1	0	0	0	1	0	0	P F P P
COMPREHENSIVE CAREER ASSESSMENT SCALE Fine Arts and Humanities - Interest (LCI)	2	0	2	0	0	0	0	1	1	0	0	1	1	1	1	1	1	1	2	1	1	1	1	1	0	0	0	0	1	1	0	0	0	1	0	0	P F P P
COMPREHENSIVE CAREER ASSESSMENT SCALE Health - Interest (LCI)	2	0	2	0	0	0	0	1	1	0	0	1	1	1	1	1	1	1	2	1	1	1	1	1	0	0	0	0	1	1	0	0	0	1	0	0	P F P P
COMPREHENSIVE CAREER ASSESSMENT SCALE Hospitality and Recreation - Interest (LCI)	2	0	2	0	0	0	0	1	1	0	0	1	1	1	1	1	1	1	2	1	1	1	1	1	0	0	0	0	1	1	0	0	0	1	0	0	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent / Factorial	Experimental / Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
COMPREHENSIVE CAREER ASSESSMENT SCALE Manufacturing - Interest (LCI)	2	0	2	0	0	0	0	1	1	0	0	1	1	1	1	1	1	1	2	1	1	1	1	1	0	0	0	0	1	1	0	0	0	1	0	0	P F P P
COMPREHENSIVE CAREER ASSESSMENT SCALE Marine Science - Interest (LCI)	2	0	2	0	0	0	0	1	1	0	0	1	1	1	1	1	1	1	2	1	1	1	1	1	0	0	0	0	1	1	0	0	0	1	0	0	P F P P
COMPREHENSIVE CAREER ASSESSMENT SCALE Marketing and Distribution - Interest (LCI)	2	0	2	0	0	0	0	1	1	0	0	1	1	1	1	1	1	1	2	1	1	1	1	1	0	0	0	0	1	1	0	0	0	1	0	0	P F P P
COMPREHENSIVE CAREER ASSESSMENT SCALE Personal Service - Interest (LCI)	2	0	2	0	0	0	0	1	1	0	0	1	1	1	1	1	1	1	2	1	1	1	1	1	0	0	0	0	1	1	0	0	0	1	0	0	P F P P
COMPREHENSIVE CAREER ASSESSMENT SCALE Public Service - Interest (LCI)	2	0	2	0	0	0	0	1	1	0	0	1	1	1	1	1	1	1	2	1	1	1	1	1	0	0	0	0	1	1	0	0	0	1	0	0	P F P P
COMPREHENSIVE CAREER ASSESSMENT SCALE Transportation - Interest (LCI)	2	0	2	0	0	0	0	1	1	0	0	1	1	1	1	1	1	1	2	1	1	1	1	1	0	0	0	0	1	1	0	0	0	1	0	0	P F P P
EDUCATIONAL DEVELOPMENT SERIES - ADVANCED LEVEL My Career Plans (STS)	1	1	2	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	1	2	1	0	0	0	1	1	1	0	0	0	0	0	0	P G F P
EDUCATIONAL DEVECOPMENT SERIES - ADVANCED LEVEL My Favorite School Subjects Vocational (STS)	0	0	2	0	0	0	0	1	0	0	1	1	1	0	0	1	1	1	2	2	1	1	2	1	0	0	0	1	1	1	0	0	0	0	0	0	P F F P
EDUCATIONAL DEVELOPMENT SERIES - ELEMENTARY LEVEL My Career Interests (STS)	1	1	2	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	1	2	1	0	0	0	0	1	1	0	0	0	0	0	0	P G F P
EDUCATIONAL DEVELOPMENT SERIES - ELEMENTARY LEVEL My Favorite School Subjects Vocational (STS)	0	0	2	0	0	0	0	1	0	0	1	1	1	0	0	1	1	1	2	2	1	1	2	1	0	0	0	0	1	1	2	0	0	0	0	0	P F F P
INTEREST INVENTORY FOR ELEMENTARY GRADES Occupations (CPS)	1	1	2	0	0	0	0	1	1	0	1	1	1	1	0	1	1	1	1	2	1	1	1	0	0	0	0	0	1	0	0	0	0	1	0	0	P F P P
KUDER E - GENERAL INTEREST SURVEY Clerical (SRA)	1	1	1	0	0	0	0	1	2	0	1	1	0	1	1	1	1	1	2	2	1	0	2	1	1	1	0	0	1	1	2	2	0	1	0	0	P G F P
KUDER E - GENERAL INTEREST SURVEY Outdoor (SRA)	1	1	1	0	0	0	0	1	2	0	1	1	0	1	1	1	1	1	2	2	1	0	2	1	1	1	0	0	1	1	3	2	0	1	0	0	P G F P
KUDER E - GENERAL INTEREST SURVEY Persuasive (SRA)	1	1	1	0	0	0	0	1	2	0	1	1	0	1	1	1	1	1	2	2	1	0	2	1	1	1	0	0	1	1	2	2	0	1	0	0	P G F P
WIDE RANGE INTEREST - OPINION TEST Activity by Sex (GAD)	0	0	2	0	0	0	0	0	1	0	0	0	0	1	1	1	0	1	2	2	1	0	2	1	0	1	0	0	1	0	0	0	0	0	0	0	P P F P
WIDE RANGE INTEREST - OPINION TEST Agreement (GAD)	0	0	2	0	0	0	0	0	1	0	0	0	0	1	1	1	0	1	2	2	1	0	2	1	0	[illegible]	0	0	1	0	0	0	0	0	0	0	P P F P
WIDE RANGE INTEREST - OPINION TEST Ambition (GAD)	0	0	2	0	0	0	0	0	1	0	0	0	0	1	1	1	0	1	2	2	1	0	2	1	0	1	0	0	1	0	0	0	0	0	0	0	P P F P
WIDE RANGE INTEREST - OPINION TEST Art (GAD)	0	0	2	0	0	0	0	0	1	0	0	0	0	1	1	1	0	1	2	2	1	0	2	1	0	1	0	0	1	0	0	0	0	0	0	0	P P F P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-F-P.
WIDE RANGE INTEREST - OPINION TEST Athletics (GAD)	0	0	2	0	0	0	0	0	1	0	0	0	0	1	1	1	0	1	2	2	1	0	2	1	0	1	0	0	1	0	0	0	0	0	0	0	P P F P
WIDE RANGE INTEREST - OPINION TEST Biological Science (GAD)	0	0	2	0	0	0	0	0	1	0	0	0	0	1	1	1	0	1	2	2	1	0	2	1	0	1	0	0	1	0	0	0	0	0	0	0	P P F P
WIDE RANGE INTEREST - OPINION TEST Chosen Skill Level (GAD)	0	0	2	0	0	0	0	0	1	0	0	0	0	1	1	1	0	1	2	2	1	0	2	1	0	1	0	0	1	0	0	0	0	0	0	0	P P F P
WIDE RANGE INTEREST - OPINION TEST Drama (GAD)	0	0	2	0	0	0	0	0	1	0	0	0	0	1	1	1	0	1	2	2	1	0	2	1	0	1	0	0	1	0	0	0	0	0	0	0	P P F P
WIDE RANGE INTEREST - OPINION TEST Interest Spread. (GAD)	0	0	2	0	0	0	0	0	1	0	0	0	0	1	1	1	0	1	2	2	1	0	2	1	0	1	0	0	1	0	0	0	0	0	0	0	P P F P
WIDE RANGE INTEREST - OPINION TEST Literature (GAD)	0	0	2	0	0	0	0	0	1	0	0	0	0	1	1	1	0	1	2	2	1	0	2	1	0	1	0	0	1	0	0	0	0	0	0	0	P P F P
WIDE RANGE INTEREST - OPINION TEST Machine Operation (GAD)	0	0	2	0	0	0	0	0	1	0	0	0	0	1	1	1	0	1	2	2	1	0	2	1	0	1	0	0	1	0	0	0	0	0	0	0	P P F P
WIDE RANGE INTEREST - OPINION TEST Management (GAD)	0	0	2	0	0	0	0	0	1	0	0	0	0	1	1	1	0	1	2	2	1	0	2	1	0	1	0	0	1	0	0	0	0	0	0	0	P P F P
WIDE RANGE INTEREST - OPINION TEST Mechanics (GAD)	0	0	2	0	0	0	0	0	1	0	0	0	0	1	1	1	0	1	2	2	1	0	2	1	0	1	0	0	1	0	0	0	0	0	0	0	P P F P
WIDE RANGE INTEREST - OPINION TEST Music (GAD)	0	0	2	0	0	0	0	0	1	0	0	0	0	1	1	1	0	1	2	2	1	0	2	1	0	1	0	0	1	0	0	0	0	0	0	0	P P F P
WIDE RANGE INTEREST - OPINION TEST Number (GAD)	0	0	2	0	0	0	0	0	1	0	0	0	0	1	1	1	0	1	2	2	1	0	2	1	0	1	0	0	1	0	0	0	0	0	0	0	P P F P
WIDE RANGE INTEREST - OPINION TEST Office Work (GAD)	0	0	2	0	0	0	0	0	1	0	0	0	0	1	1	0	1	1	2	2	1	0	2	1	0	1	0	0	1	0	0	0	0	0	0	0	P P F P
WIDE RANGE INTEREST - OPINION TEST Outdoor (GAD)	0	0	2	0	0	0	0	0	1	0	0	0	0	1	1	1	0	1	2	2	1	0	2	1	0	1	0	0	1	0	0	0	0	0	0	0	P P F P
WIDE RANGE INTEREST - OPINION TEST Personal Service (GAD)	0	0	2	0	0	0	0	0	1	0	0	0	0	1	1	1	0	1	2	2	1	0	2	1	0	1	0	0	1	0	0	0	0	0	0	0	P P F P
WIDE RANGE INTEREST - OPINION TEST Physical Science (GAD)	0	0	2	0	0	0	0	0	1	0	0	0	0	1	1	1	0	1	2	2	1	0	2	1	0	1	0	0	1	0	0	0	0	0	0	0	P P F P
WIDE RANGE INTEREST - OPINION TEST Protective Service (GAD)	0	0	2	0	0	0	0	0	1	0	0	0	0	1	1	1	0	1	2	2	1	0	2	1	0	1	0	0	1	0	0	0	0	0	0	0	P P F P
WIDE RANGE INTEREST - OPINION TEST Risk (GAD)	0	0	2	0	0	0	0	0	1	0	0	0	0	1	1	1	0	1	2	2	1	0	2	1	0	1	0	0	1	0	0	0	0	0	0	0	P P F P
WIDE RANGE INTEREST - OPINION TEST Sales (GAD)	0	0	2	0	0	0	0	0	1	0	0	0	0	1	1	1	0	1	2	2	1	0	2	1	0	1	0	0	1	0	0	0	0	0	0	0	P P F P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT					COMPREHENSION			INSTRUCTIONS			FORMAT					ADMINISTRATION					INTERPRETATION						RELIABILITY						
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational	CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence	POWER/SPEED TEST	RECORDING ANSWERS	Testing Group Size	Administrator	Time	EASE OF SCORING	QUALITY OF MANUAL	Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter	CAN DECISIONS BE MADE?	Test – Retest	Internal Consistency	Alternate Form	REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
WIDE RANGE INTEREST - OPINION TEST Sedentariness (GAD)	0	0	2	0	0	0	0	0	1	0	0	0	0	1	1	1	0	1	2	2	1	0	2	1	0	1	0	0	1	0	0	0	0	0	0	0	P P F P
WIDE RANGE INTEREST - OPINION TEST Social Science (GAD)	0	0	2	0	0	0	0	0	1	0	0	0	0	1	1	1	0	1	2	2	1	0	2	1	0	1	0	0	1	0	0	0	0	0	0	0	P P F P
WIDE RANGE INTEREST - OPINION TEST Social Service (GAD)	0	0	2	0	0	0	0	0	1	0	0	0	0	1	1	1	0	1	2	2	1	0	2	1	0	1	0	0	1	0	0	0	0	0	0	0	P P F P
COGNITIVE AND INTELLECTUAL SKILLS																																					
B. UNDERSTANDING AND REASONING																																					
ACER INTERMEDIATE TEST A (ACER)	0	2	0	0	0	0	0	1	1	0	1	0	1	1	0	1	0	0	2	2	1	0	1	1	1	1	0	0	1	0	0	0	0	1	3	2	P F F P
AH4 GROUP TEST OF GENERAL INTELLIGENCE Part I (NFER)	0	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	0	2	2	1	1	2	1	0	1	0	0	1	0	0	0	0	0	0	0	P F F P
AH4 GROUP TEST OF GENERAL INTELLIGENCE Part II (NFER)	0	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	0	2	2	1	1	2	1	0	1	0	0	1	0	0	0	0	0	0	0	P F F P
AH4 GROUP TEST OF GENERAL INTELLIGENCE Total (NFER)	0	2	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	0	2	2	1	1	2	1	0	1	0	0	1	0	0	0	0	0	0	0	P F F P
AMERICAN SCHOOL INTELLIGENCE TEST - INTERMEDIATE BATTERY (BMC)	2	1	2	0	0	2	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	0	2	1	1	1	0	1	1	1	0	0	2	1	3	2	P G F F
ARMY ALPHA EXAMINATION, FIRST NEBRASKA REVISION Total (SPS)	2	1	1	0	0	0	0	1	1	0	0	0	1	1	0	1	1	0	2	2	1	1	1	0	1	1	0	0	1	0	0	0	0	0	2	1	P F F P
ARTHUR POINT SCALE OF PERFORMANCE TEST, REVISED FORM II Total Point Score (PC)	0	0	1	0	0	0	0	0	1	0	1	0	0	0	1	0	1	1	2	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	2	P P P P
CALIFORNIA ABBREVIATED WISC For the Educable Mentally Retarded Child (WPS)	1	1	2	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	1	0	0	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	F F P P
CALIFORNIA ABBREVIATED WISC For the Intellectually Gifted Child (WPS)	1	1	2	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
CALIFORNIA SHORT-FORM TEST OF MENTAL MATURITY - LEVEL 2 Logical Reasoning (CTB)	2	1	2	0	0	1	0	1	1	0	1	1	0	1	0	0	1	1	2	2	1	1	2	1	1	1	1	1	1	0	0	2	0	1	1	2	P F G P
CALIFORNIA SHORT-FORM TEST OF MENTAL MATURITY - LEVEL 2 Total (CTB)	2	1	1	0	0	2	0	1	1	0	1	1	0	1	0	0	1	0	2	2	1	0	2	1	1	1	1	1	1	1	2	3	2	1	1	2	P F G F
CALIFORNIA SHORT-FORM TEST OF MENTAL MATURITY - LEVEL 2H Logical Reasoning (CTB)	2	1	2	0	0	0	0	1	1	0	1	1	0	1	1	0	1	1	2	2	1	1	2	1	1	1	1	1	1	0	0	1	0	1	3	2	P F G P
CALIFORNIA SHORT-FORM TEST OF MENTAL MATURITY - LEVEL 2H Non-Language (CTB)	2	1	2	0	0	0	0	1	1	0	1	1	0	1	1	0	0	0	2	2	1	1	2	1	1	1	1	1	1	1	0	2	0	1	3	2	P F G F

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-P
CALIFORNIA SHORT-FORM TEST OF MENTAL MATURITY - LEVEL 2H Total (CTB)	2	1	1	0	0	2	0	1	1	0	1	1	0	1	1	0	0	0	2	2	1	0	2	1	1	1	1	1	1	1	0	3	0	1	3	2	P F G F
CALIFORNIA TEST OF MENTAL MATURITY - LEVEL 2 Logical Reasoning (CTB)	2	1	2	0	0	0	0	1	1	0	1	1	0	1	0	1	1	1	2	2	1	1	2	1	1	1	1	1	1	1	0	2	0	1	3	2	P F G F
CALIFORNIA TEST OF MENTAL MATURITY - LEVEL 2 Non-Language (CTB)	2	1	2	0	0	0	0	1	1	0	1	1	0	1	0	1	1	1	2	2	1	0	2	1	1	1	1	1	1	1	0	3	0	1	3	2	P F G F
CALIFORNIA TEST OF MENTAL MATURITY - LEVEL 2 Total (CTB)	2	1	1	0	0	0	0	1	1	0	1	1	0	1	0	1	0	0	1	2	1	0	2	1	1	1	1	1	1	1	0	3	0	1	3	2	P P G F
CHICAGO NON-VERBAL EXAMINATION (PC)	0	1	2	0	0	1	0	1	0	0	1	1	0	1	0	0	0	1	2	2	1	1	1	1	1	0	1	0	1	1	0	2	0	1	3	1	P P F P
COGNITIVE ABILITIES TEST, MULTILEVEL EDITION - LEVEL B Nonverbal Battery (HMC)	2	1	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	0	1	1	1	1	0	0	0	1	2	2	P G G P
COGNITIVE ABILITIES TEST, MULTILEVEL EDITION - LEVEL B Verbal Battery (HMC)	2	1	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	0	1	1	1	1	0	0	0	1	2	2	P G G P
COGNITIVE ABILITIES TEST, MULTILEVEL EDITION - LEVEL C Nonverbal Battery (HMC)	2	1	2	2	0	1	0	1	2	1	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	0	1	1	1	1	0	3	0	1	3	2	F G G F
COGNITIVE ABILITIES TEST, MULTILEVEL EDITION - LEVEL C Verbal Battery (HMC)	2	1	2	2	0	2	0	1	2	2	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	0	1	1	1	1	0	3	0	1	3	2	F G G F
COGNITIVE ABILITIES TEST, MULTILEVEL EDITION - LEVEL D Nonverbal Battery (HMC)	2	1	2	0	0	1	2	1	2	1	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	0	1	1	1	1	0	3	0	1	3	2	F G G F
COGNITIVE ABILITIES TEST, MULTILEVEL EDITION - LEVEL D Verbal Battery (HMC)	2	1	2	0	0	2	2	1	2	2	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	0	1	1	1	1	0	3	0	1	3	2	F G G F
COGNITIVE ABILITIES TEST, MULTILEVEL EDITION - LEVEL E Nonverbal Battery (HMC)	2	1	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	0	1	1	1	1	0	0	0	1	3	2	P G G P
COGNITIVE ABILITIES TEST, MULTILEVEL EDITION - LEVEL E Verbal Battery (HMC)	2	1	2	0	0	0	0	1	1	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	0	1	1	1	1	0	0	0	1	3	2	P G G P
DOMINION GROUP TEST OF LEARNING CAPACITY - JUNIOR (GCT)	0	1	1	0	0	2	0	1	1	0	1	1	1	0	1	1	1	1	2	2	1	0	2	0	1	1	0	0	1	1	0	0	0	1	3	2	P F F P
ESSENTIAL INTELLIGENCE TEST (NFER)	2	1	1	0	0	0	0	1	1	0	1	1	1	1	0	1	1	1	1	[illegible]	1	0	1	1	1	0	1	0	1	0	0	3	0	1	0	2	P F F P
HENMON-NELSON TESTS OF MENTAL ABILITY - GRADES 3-6 (HMC)	2	1	2	0	0	2	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	1	1	1	1	0	3	0	1	1	2	P G G P
INTERNATIONAL PRIMARY FACTORS TEST BATTERY Higher Technological Potential (ITI)	1	1	1	0	0	0	0	1	1	0	1	1	0	1	0	0	0	0	2	2	1	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P P P P
INTERNATIONAL PRIMARY FACTORS TEST BATTERY Practical Ability (ITI)	1	0	1	0	0	0	0	1	1	0	1	1	0	0	0	1	0	0	2	2	1	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P P P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent / Factorial	Experimental / Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-3	0-3	0-1	0-3	0-2	[illegible]
KUHLMANN-ANDERSON TEST, BOOKLET D (PP)	2	1	2	0	0	2	2	1	2	1	1	1	1	1	1	1	1	1	2	2	1	0	2	1	1	1	0	0	1	1	0	0	0	1	3	2	F G F P
KUHLMANN-ANDERSON TEST, BOOKLET EF (PP)	2	1	1	0	0	2	2	1	2	1	0	1	1	1	1	1	1	1	2	2	1	0	2	1	1	1	0	0	1	1	2	2	0	1	3	2	F G F F
OTIS INTERMEDIATE TEST, METRIC, ADAPTED BY THE AUSTRALIAN COUNCIL FOR EDUCATIONAL RESEARCH (ACER)	1	1	2	2	0	2	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	1	1	1	1	1	0	1	1	3	0	3	1	0	2	F G F F
OTIS QUICK-SCORING MENTAL ABILITY TESTS: NEW EDITION - BETA TEST (HBJ)	1	1	2	0	0	2	0	1	2	0	1	1	1	1	0	1	1	0	2	2	1	1	2	1	1	1	1	0	1	1	0	3	2	1	3	2	F F G F
OTIS SELF-ADMINISTERING TEST, ADAPTED BY NEW ZEALAND COUNCIL FOR EDUCATIONAL RESEARCH - INTERMEDIATE EXAMINATION (NZCER)	0	1	2	0	0	0	0	1	2	0	1	1	1	1	0	0	1	0	2	2	1	1	1	1	1	0	1	0	1	2	0	0	0	1	1	2	P F F P
OTIS SELF-ADMINISTERING TESTS OF MENTAL ABILITY - INTERMEDIATE EXAMINATION (THIRTY-MINUTE TIME LIMIT) (HBJ)	1	1	2	0	0	0	0	1	2	0	1	0	1	1	1	0	1	0	2	2	1	1	1	0	1	1	1	0	1	2	0	0	0	1	3	1	P F F P
PERSONALITY RATING SCALE Intelligence (ETSA)	1	0	2	0	0	0	0	1	2	0	1	1	1	1	1	1	0	1	0	2	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
PRIMARY MENTAL ABILITIES - GRADES 4-6 Total (SRA)	1	0	1	0	0	2	2	1	1	0	1	1	1	1	1	1	0	0	2	2	1	0	2	1	1	1	1	1	1	0	3	0	0	1	3	2	P F F F
SHIPLEY INSTITUTE OF LIVING SCALE Total (SA)	0	0	2	0	0	0	0	0	0	0	1	1	0	0	1	1	1	0	2	2	1	1	1	0	0	1	1	0	1	0	0	0	0	0	0	0	P F F P
SYMPTOMATOLOGY AND IDENTIFICATION OF A CHILD WITH LEARNING DISABILITIES Specific Learning Disabilities (Academic) (PT)	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
TESTS OF GENERAL ABILITY - GRADES 4 TO 6 Total Score (SRA)	3	1	1	0	0	2	0	0	1	0	0	1	1	1	1	0	1	0	2	2	1	0	2	1	1	1	0	0	1	1	0	2	0	1	0	2	P F F P
VERBAL TEST BC (NFER2)	1	1	2	0	0	0	0	1	1	0	1	1	1	1	1	1	1	0	2	2	1	1	1	1	0	1	0	0	1	0	0	0	0	1	0	2	P F F P
WECHSLER INTELLIGENCE SCALE FOR CHILDREN - REVISED Full Scale Score (PC)	1	2	1	0	0	0	0	0	1	0	1	1	0	0	1	0	1	1	1	0	0	0	0	1	1	0	1	1	0	0	3	3	0	0	3	2	P P P F
WIDE RANGE INTELLIGENCE AND PERSONALITY TEST Total (I.Q.) (GAD)	0	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	2	2	1	0	1	0	0	1	0	0	1	1	0	0	0	1	3	2	P P P P
8A. Classification																																					
CONCEPT FORMATION TEST II (IDS)	3	0	2	0	0	0	0	0	0	0	1	1	1	1	0	0	1	1	2	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
DETROIT TEST OF LEARNING APTITUDE Likenesses and Differences (BMC)	0	1	2	0	0	0	0	0	2	1	1	1	0	1	1	1	1	1	2	0	0	1	0	1	1	1	1	0	0	0	0	0	0	0	0	1	P F P P
EDUCATIONAL DEVELOPMENT SERIES - ADVANCED LEVEL Battery Composite (STS)	1	1	0	0	0	0	0	1	1	0	1	1	1	0	1	0	1	0	2	2	1	0	2	1	1	1	0	1	1	1	0	3	0	1	3	2	P F F F

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent / Factorial	Experimental / Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-F-P
EDUCATIONAL DEVELOPMENT SERIES - ADVANCED LEVEL Non-Verbal Reasoning (STS)	1	1	2	0	0	0	0	1	1	0	1	1	1	1	1	0	1	0	2	2	1	1	2	1	1	1	0	1	1	1	0	2	0	1	3	2	P F G F
EDUCATIONAL DEVELOPMENT SERIES - ADVANCED LEVEL Total Ability (STS)	1	1	2	0	0	0	0	1	1	0	1	1	1	1	1	0	1	0	2	2	1	0	2	1	1	1	0	1	1	1	0	0	0	1	3	2	P F F P
EDUCATIONAL DEVELOPMENT SERIES - ELEMENTARY LEVEL Battery Composite (STS)	1	1	0	0	0	2	0	1	0	0	1	1	1	0	1	0	1	0	2	2	1	0	2	1	1	1	0	0	1	1	2	3	0	1	3	1	P F F F
EDUCATIONAL DEVELOPMENT SERIES - ELEMENTARY LEVEL Non-Verbal Reasoning (STS)	1	1	2	0	0	2	0	1	0	0	1	1	1	1	1	0	1	0	2	2	1	1	2	1	1	1	0	0	1	1	1	2	0	1	3	1	P F F F
EDUCATIONAL DEVELOPMENT SERIES - ELEMENTARY LEVEL Total Ability (STS)	1	1	2	0	0	2	0	1	1	0	1	1	1	1	1	0	1	0	2	2	1	0	2	1	1	1	0	0	1	1	2	0	0	1	3	1	P F F P
EDUCATIONAL DEVELOPMENT SERIES - ELEMENTARY LEVEL Verbal Reasoning (STS)	1	1	2	0	0	2	0	1	1	0	1	1	1	1	1	1	1	0	2	2	1	1	2	1	1	1	0	0	1	1	2	2	0	1	3	1	P F F F
HISKEY-NEBRASKA TEST OF LEARNING APTITUDE Picture Association (MSH)	2	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	0	1	2	1	0	1	1	0	0	0	0	0	0	1	0	2	P F P P
ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES, REVISED Visual Reception (WPS)	1	1	2	0	0	0	0	0	1	0	1	1	0	1	1	1	1	1	2	0	0	1	1	1	0	1	0	0	0	1	0	0	0	0	0	2	P F P P
INTERNATIONAL PRIMARY FACTORS TEST BATTERY Math Potential (ITI)	1	0	0	0	0	0	0	1	1	0	1	1	0	0	0	0	1	0	2	2	1	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P P P P
INTERNATIONAL PRIMARY FACTORS TEST BATTERY Reasoning (Designs) (ITI)	1	0	1	2	0	0	0	1	1	0	1	1	0	0	0	1	1	1	2	2	1	1	2	0	0	0	0	0	1	1	0	0	0	0	3	2	P F F P
INTERNATIONAL PRIMARY FACTORS TEST BATTERY Reasoning (Letters & Numbers) (ITI)	1	0	1	2	0	0	0	1	1	0	1	1	0	0	0	1	1	1	2	2	1	1	2	0	0	0	0	0	1	1	0	0	0	0	3	2	P F F P
INTERNATIONAL PRIMARY FACTORS TEST BATTERY Vocabulary (ITI)	1	1	2	2	0	0	0	1	1	0	1	1	1	1	0	0	1	0	2	2	1	1	2	0	0	0	0	0	1	1	0	0	0	0	2	2	P F F P
KAHN INTELLIGENCE TESTS: EXPERIMENTAL FORM (PTS)	0	1	0	0	0	0	0	0	1	0	1	0	0	0	1	1	1	1	2	0	1	1	0	0	1	0	0	0	1	0	0	0	0	0	0	0	P F P P
KAHN TEST OF SYMBOL ARRANGEMENT Togetherness (PTS)	1	0	0	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
PRIMARY MENTAL ABILITIES - GRADES 4-6 Reasoning (SRA)	1	1	2	0	0	2	2	1	1	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	1	1	1	0	2	0	0	1	3	2	F G G F
TEST OF CONCEPT UTILIZATION Concept Articulation Scores Acceptable Mains (WPS)	1	0	2	0	0	1	1	0	2	0	1	1	0	0	0	0	1	1	2	0	0	1	0	0	1	1	1	0	0	0	0	0	0	0	1	2	P F P P
TEST OF CONCEPT UTILIZATION Concept Articulation Scores Inferior Mains (WPS)	1	0	2	0	0	1	1	0	2	0	1	1	0	0	0	0	1	1	2	0	0	1	0	0	1	1	1	0	0	0	0	0	0	0	0	2	P F P P
TEST OF CONCEPT UTILIZATION Equivalence Scores Abstract (WPS)	1	0	2	0	0	0	0	0	2	0	1	1	0	0	0	0	1	1	2	0	0	1	0	0	1	1	1	0	0	0	0	0	0	0	0	2	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
TEST OF CONCEPT UTILIZATION Equivalence Scores Color (WPS)	1	0	2	0	0	0	0	0	2	0	1	1	0	0	0	0	1	1	2	0	0	1	0	0	1	1	1	0	0	0	0	0	0	0	0	2	P F P P
TEST OF CONCEPT UTILIZATION Equivalence Scores Homogeneous Function (WPS)	1	0	2	0	0	0	0	0	2	0	1	1	0	0	0	0	1	1	2	0	0	1	0	0	1	1	1	0	0	0	0	0	0	0	0	2	P F P P
TEST OF CONCEPT UTILIZATION Equivalence Scores Object Bound (WPS)	1	0	2	0	0	0	0	0	2	0	1	1	0	0	0	0	1	1	2	0	0	1	0	0	1	1	1	0	0	0	0	0	0	0	0	2	P F P P
TEST OF CONCEPT UTILIZATION Equivalence Scores Shape (WPS)	1	0	2	0	0	0	0	0	2	0	1	1	0	0	0	0	1	1	2	0	0	1	0	0	1	1	1	0	0	0	0	0	0	0	0	2	P F P P
TEST OF CONCEPT UTILIZATION Equivalence Scores Stimulus Bound (WPS)	1	0	2	0	0	0	0	0	2	0	1	1	0	0	0	0	1	1	2	0	0	1	0	0	1	1	1	0	0	0	0	0	0	0	0	2	P F P P
TEST OF CONCEPT UTILIZATION Negations (WPS)	1	0	2	0	0	0	0	0	2	0	1	1	0	0	0	0	1	1	2	0	0	0	0	0	1	1	1	0	0	0	0	0	0	0	0	2	P F P P
TEST OF CONCEPT UTILIZATION Qualitative Scores Action (WPS)	1	0	2	0	0	0	0	0	2	0	1	1	0	0	0	0	1	1	2	0	0	1	0	0	1	1	1	0	0	0	0	0	0	0	0	2	P F P P
TEST OF CONCEPT UTILIZATION Qualitative Scores Creations (WPS)	1	0	2	0	0	0	0	0	2	0	1	1	0	0	0	0	1	1	2	0	0	1	0	0	1	1	1	0	0	0	0	0	0	0	0	2	P F P P
TEST OF CONCEPT UTILIZATION Qualitative Scores Infusions (WPS)	1	0	2	0	0	0	0	0	2	0	1	1	0	0	0	0	1	1	2	0	0	1	0	0	1	1	1	0	0	0	0	0	0	0	0	2	P F P P
TEST OF CONCEPT UTILIZATION Qualitative Scores Object Qualities (WPS)	1	0	2	0	0	0	0	0	2	0	1	1	0	0	0	0	1	1	2	0	0	1	0	0	1	1	1	0	0	0	0	0	0	0	0	2	P F P P
TEST OF CONCEPT UTILIZATION Reality Match Scores Abstract (WPS)	1	0	2	0	0	0	0	0	2	0	1	1	0	0	0	0	1	1	2	0	0	1	0	0	1	1	1	0	0	0	0	0	0	0	1	2	P F P P
TEST OF CONCEPT UTILIZATION Reality Match Scores Color (WPS)	1	0	2	0	0	1	0	0	2	0	1	1	0	0	0	0	1	1	2	0	0	1	0	0	1	1	1	0	0	0	0	0	0	0	1	2	P F P P
TEST OF CONCEPT UTILIZATION Reality Match Scores Homogeneous Function (WPS)	1	0	2	0	0	0	0	0	2	0	1	1	0	0	0	0	1	1	2	0	0	1	0	0	1	1	1	0	0	0	0	0	0	0	0	2	P F P P
TEST OF CONCEPT UTILIZATION Reality Match Scores Relational Function (WPS)	1	0	2	0	0	0	0	0	2	0	1	1	0	0	0	0	1	1	2	0	0	1	0	0	1	1	1	0	0	0	0	0	0	0	0	2	P F P P
TEST OF CONCEPT UTILIZATION Reality Match Scores Shape (WPS)	1	0	2	0	0	1	1	0	2	0	1	1	0	0	0	0	1	1	2	0	0	1	0	0	1	1	1	0	0	0	0	0	0	0	0	2	P F P P
TEST OF CONCEPT UTILIZATION Reality Match Scores Total (WPS)	1	0	2	0	0	1	1	0	2	0	1	1	0	0	0	0	1	1	2	0	0	1	0	0	1	1	1	0	0	0	0	0	0	0	0	2	P F P P
TEST OF CONCEPT UTILIZATION Relational Scores Minor Relational (WPS)	1	0	2	0	0	0	0	0	2	0	1	1	0	0	0	0	1	1	2	0	0	1	0	0	1	1	1	0	0	0	0	0	0	0	1	2	P F P P
TEST OF CONCEPT UTILIZATION Relational Scores Relational Function (WPS)	1	0	2	0	0	0	0	0	2	0	1	1	0	0	0	0	1	1	2	0	0	1	0	0	1	1	1	0	0	0	0	0	0	0	1	2	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
TEST OF CONCEPT UTILIZATION Structure Scores All Equivalence (WPS)	1	0	2	0	0	1	0	0	2	0	1	1	0	0	0	0	1	1	2	0	0	1	0	0	1	1	1	0	0	0	0	0	0	0	0	2	P F P P
TEST OF CONCEPT UTILIZATION Structure Scores All Relational (WPS)	1	0	2	0	0	0	0	0	2	0	1	1	0	0	0	0	1	1	2	0	0	1	0	0	1	1	1	0	0	0	0	0	0	0	2	2	P F P P
TEST OF CONCEPT UTILIZATION Structure Scores All Unilateral (WPS)	1	0	2	0	0	1	0	0	2	0	1	1	0	0	0	0	1	1	2	0	0	1	0	0	1	1	1	0	0	0	0	0	0	0	1	2	P F P P
TEST OF GENERAL ABILITY, INTER-AMERICAN SERIES: LEVEL 3 Nonverbal (GTA)	1	1	1	0	0	1	0	1	1	0	1	1	1	1	0	0	1	0	2	2	1	1	2	0	1	0	0	0	1	0	0	2	2	1	2	1	P F F F
TESTS OF GENERAL ABILITY - GRADES 6 TO 9 Reasoning (SRA)	3	1	2	0	0	1	0	1	2	0	1	1	1	1	1	1	1	0	2	2	1	1	2	1	1	1	0	0	1	1	0	2	0	1	0	2	P G F P
WIDE RANGE INTELLIGENCE AND PERSONALITY TEST Social Concept (GAD)	1	1	2	0	0	0	0	0	1	0	0	1	1	1	1	0	1	1	2	2	1	1	2	0	0	1	0	0	1	0	0	2	0	1	1	1	P F F P
88. Comprehension of Information																																					
ANALYSIS OF LEARNING POTENTIAL - ELEMENTARY BATTERY Reading Composite Prognostic Score (HBJ)	2	1	2	0	0	2	2	1	2	0	1	1	1	1	1	1	1	0	2	2	1	1	2	1	1	0	0	1	1	1	0	3	2	1	3	2	F G F F
ARMY ALPHA EXAMINATION, FIRST NEBRASKA REVISION Verbal (SPS)	2	1	1	0	0	0	0	1	0	0	0	1	1	1	0	1	1	1	2	2	1	1	2	0	1	1	0	0	1	0	0	0	0	0	2	1	P F F P
BABCOCK TEST OF MENTAL EFFICIENCY Verbal Timed (WPS)	0	1	1	0	0	0	0	0	1	0	1	1	1	1	0	1	1	1	2	0	0	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	P F P P
BABCOCK TEST OF MENTAL EFFICIENCY Verbal Untimed (WPS)	0	1	2	0	0	0	0	0	1	0	1	1	1	0	0	1	1	1	2	0	0	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	P F P P
BARRANQUILLA RAPID SURVEY INTELLIGENCE TEST (FOR SPANISH-SPEAKING) (PC)	1	1	1	0	0	0	0	1	1	0	1	1	1	1	1	1	1	0	2	2	1	1	2	1	1	1	1	0	1	1	0	0	0	1	3	2	P F G P
CALIFORNIA SHORT-FORM TEST OF MENTAL MATURITY - LEVEL 2 Verbal Concepts (CTB)	2	1	2	0	0	2	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	1	1	1	0	0	3	0	1	0	2	P G G P
CALIFORNIA SHORT-FORM TEST OF MENTAL MATURITY - LEVEL 2H Verbal Concepts (CTB)	2	1	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	1	1	1	0	0	2	0	1	1	2	P G G P
CALIFORNIA TEST OF MENTAL MATURITY - LEVEL 2 Language (CTB)	2	1	1	0	0	0	0	1	1	0	1	1	1	1	0	1	0	0	1	2	1	0	2	1	1	1	1	1	1	1	0	3	0	1	0	2	P F G P
CALIFORNIA TEST OF MENTAL MATURITY - LEVEL 2 Verbal Concepts (CTB)	2	1	2	0	0	0	0	1	1	0	1	1	1	1	1	1	0	0	2	2	1	1	2	1	1	1	1	1	1	1	0	3	0	1	1	2	P F G P
CANADIAN COGNITIVE ABILITIES TEST, MULTILEVEL EDITION - LEVEL C Verbal Battery (TNS)	0	1	1	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	2	2	1	0	2	1	1	0	0	0	1	1	0	0	0	1	3	2	P G F P
CANADIAN COGNITIVE ABILITIES TEST, MULTILEVEL EDITION - LEVEL D Verbal Battery (TNS)	0	1	1	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	2	2	1	0	2	1	1	0	0	0	1	1	0	0	0	1	3	2	P G F P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent / Factorial	Experimental/ Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
CLOZE PROCEDURE II - FIFTH GRADE (AUDITORY) (IDS)	0	0	0	0	0	0	0	0	0	0	1	1	1	1	0	0	1	1	2	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
CLOZE PROCEDURE II - FIFTH GRADE (VISUAL) (IDS)	0	0	0	0	0	0	0	0	0	0	1	1	1	1	0	0	1	1	2	2	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
CRICHTON VOCABULARY SCALE (NFER)	0	0	2	0	0	0	0	0	1	0	1	1	0	0	1	1	1	1	2	0	1	1	0	1	1	0	1	0	1	1	0	0	0	0	3	0	P F P P
DENNIS TEST OF SCHOLASTIC APTITUDE - FORM II (GRADES 4-6) (WHD)	0	1	1	0	0	0	0	1	1	0	1	1	1	0	0	0	1	1	2	2	1	1	2	0	1	1	0	0	1	0	0	0	0	0	0	2	P F F P
DENNIS TEST OF SCHOLASTIC APTITUDE, FORM 3 (GRADES 4-8) (WHD)	0	1	[illegible]	0	0	0	0	1	1	0	1	1	1	0	0	0	1	1	2	2	1	0	1	0	1	1	0	0	1	1	0	0	0	0	0	2	P F F P
DENNIS VOCABULARY TEST (WHD)	0	1	2	0	0	0	0	1	1	0	1	0	0	0	1	0	1	1	2	0	1	1	0	0	0	1	1	0	1	0	0	0	0	0	0	2	P F P P
DETROIT TEST OF LEARNING APTITUDE Orientation (BMC)	0	1	1	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	2	0	0	1	0	1	1	0	1	0	0	0	0	0	0	0	0	2	P F P P
DETROIT TEST OF LEARNING APTITUDE Social Adjustment B (BMC)	0	1	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	0	1	0	1	1	0	1	0	0	0	0	0	0	0	0	2	P F P P
DETROIT TEST OF LEARNING APTITUDE Verbal Opposites (BMC)	0	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	0	1	0	1	1	0	1	0	0	0	0	0	0	0	0	1	P G P P
DEVELOPMENTAL PROFILE Communication Age (PDP)	1	0	1	0	0	0	0	0	2	1	1	1	0	0	1	1	0	1	2	0	1	0	1	1	0	0	1	0	1	0	0	0	0	0	0	0	P F P P
DOS AMIGOS VERBAL LANGUAGE SCALES English (ATP)	2	1	2	0	0	0	0	0	1	0	1	1	0	0	1	1	1	1	2	0	0	1	0	1	1	0	1	0	1	1	0	0	0	0	2	2	P F P P
DURRELL LISTENING - READING SERIES: INTERMEDIATE LEVEL Listening Test Total (HBJ)	3	1	1	0	0	0	0	1	1	0	1	1	1	1	1	1	0	1	1	2	1	0	2	1	1	1	0	1	1	2	0	3	0	0	3	2	P F G F
DURRELL LISTENING - READING SERIES: INTERMEDIATE LEVEL Listening Test Vocabulary (HBJ)	3	1	2	0	0	2	0	1	1	0	1	1	1	1	1	1	0	1	1	2	1	1	2	1	1	1	0	1	1	2	0	3	0	0	3	2	F F G F
DVORAK-VAN WAGENEN DIAGNOSTIC EXAMINATION OF SILENT READING ABILITIES - INTERMEDIATE DIVISION Range of Information (VWPERL)	0	1	2	0	0	0	0	1	1	0	0	1	1	1	0	1	1	1	2	2	1	1	2	0	0	1	0	0	1	0	0	0	0	0	0	0	P F F P
EDUCATIONAL DEVELOPMENT SERIES - ADVANCED LEVEL Solving Everyday Problems (STS)	1	1	2	0	0	0	0	1	1	0	1	1	1	1	1	1	1	0	2	2	1	1	2	1	1	1	0	1	1	1	0	2	0	1	3	2	P F G F
EDUCATIONAL DEVELOPMENT SERIES - ADVANCED LEVEL Verbal Reasoning (STS)	1	1	1	0	0	0	0	1	1	0	1	1	1	1	1	1	1	0	2	2	1	1	2	1	1	1	0	1	1	1	0	2	0	1	3	2	P F G F
EDUCATIONAL DEVELOPMENT SERIES - ELEMENTARY LEVEL Solving Everyday Problems (STS)	1	1	2	0	0	2	0	1	1	0	1	1	1	1	1	1	1	0	2	2	1	1	2	1	1	1	0	0	1	1	2	3	0	1	3	1	P F F F
ENGLISH PROGRESS TEST E2 (NFER2)	2	1	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	1	2	1	0	0	0	0	1	0	0	1	0	0	3	0	0	0	2	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES			
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION				
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form							
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P			
FULL-RANGE PICTURE VOCABULARY TEST (PTS)	0	1	2	0	0	0	0	0	1	0	1	0	0	0	1	0	1	1	1	0	1	1	0	0	1	1	1	0	0	0	0	0	0	0	3	2	P	P	P	P
GESELL DEVELOPMENTAL KIT Initial Interview (WPS)	0	0	1	0	0	0	0	0	0	0	0	0	1	0	0	1	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P	P	P	P
~~GESELL DEVELOPMENTAL KIT~~ ~~Right and Left~~ ~~Naming Parts of Body (WPS)~~	~~1~~	~~0~~	~~2~~	~~0~~	~~1~~	~~0~~	~~0~~	~~0~~	~~0~~	~~1~~	~~0~~	~~1~~	~~1~~	~~0~~	~~1~~	~~1~~	~~1~~	~~1~~	~~2~~	~~0~~	~~0~~	~~1~~	~~0~~	~~1~~	~~0~~	~~0~~	~~0~~	~~0~~	~~0~~	~~0~~	~~0~~	~~0~~	~~0~~	~~0~~	~~0~~	~~0~~	~~P~~	~~F~~	~~P~~	~~P~~
GILLILAND LEARNING POTENTIAL EXAMINATION Non Cultural and Non Reading (MRP)	0	2	1	0	0	0	0	0	1	0	0	1	0	0	0	0	1	1	2	2	1	1	1	0	1	0	1	0	1	0	0	0	0	0	0	1	P	P	F	P
GILLILAND LEARNING POTENTIAL EXAMINATION Predicted Comprehension (MRP)	0	1	1	0	0	0	0	0	1	0	0	1	0	0	0	0	1	1	2	2	1	1	1	0	1	0	1	0	1	0	0	0	0	0	1	1	P	P	F	P
GILLILAND LEARNING POTENTIAL EXAMINATION Primary (MRP)	0	1	1	0	[illegible]	0	0	0	1	0	0	1	0	0	0	0	1	1	2	2	1	1	1	0	1	0	1	0	1	0	0	0	0	0	1	1	P	P	F	P
GILLILAND LEARNING POTENTIAL EXAMINATION Quick Score (MRP)	0	2	1	0	0	0	0	0	1	0	0	1	0	0	0	0	1	1	2	2	1	1	1	0	1	0	1	0	1	0	0	0	0	0	0	1	P	P	F	P
GILLILAND LEARNING POTENTIAL EXAMINATION Total Test (MRP)	0	2	1	0	0	0	0	0	1	0	0	1	0	0	0	0	1	1	2	2	1	1	1	0	1	0	1	0	1	0	0	0	0	0	0	1	P	P	F	P
GROUP DIAGNOSTIC READING APTITUDE AND ACHIEVEMENT TESTS Language Tests: Vocabulary (CHN)	0	0	2	0	0	0	0	1	1	0	1	1	1	1	1	1	1	1	2	2	1	1	1	0	1	0	0	0	1	2	0	0	0	0	0	1	P	G	F	P
HENMON-NELSON TESTS OF MENTAL ABILITY - GRADES 6-9 (HMC)	2	1	1	0	0	2	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	1	1	1	1	0	3	2	1	3	2	P	G	G	F
ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES, REVISED Auditory Reception (WPS)	1	0	2	0	0	0	0	0	1	[illegible]	1	0	0	1	1	1	1	1	2	0	0	1	0	1	0	1	0	0	0	1	0	0	0	0	0	2	P	F	P	P
ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES, REVISED Composite (WPS)	1	1	0	0	0	0	0	0	1	0	1	0	0	0	1	0	1	1	1	0	0	0	0	1	0	1	0	0	0	1	0	0	0	0	0	2	P	P	P	P
ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES, REVISED Manual Expression (WPS)	1	1	2	0	0	0	0	0	0	0	1	1	1	1	1	1	1	1	2	0	0	1	0	1	0	1	0	0	0	1	0	0	0	0	0	2	P	F	P	P
ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES, REVISED Verbal Expression (WPS)	1	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	0	1	0	1	0	1	0	0	0	1	0	0	0	0	0	2	P	G	P	P
IMMEDIATE TEST (SPS)	2	0	2	0	0	0	0	0	0	0	1	1	0	0	1	1	1	1	2	0	0	1	0	0	1	1	0	0	0	0	0	0	0	0	0	0	P	F	P	P
INITIAL LEARNING ASSESSMENT Concept Formation (ATP)	0	0	1	0	0	0	0	0	2	0	1	0	0	0	0	0	1	1	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P	P	P	P
INITIAL LEARNING ASSESSMENT Symbolic Development (ATP)	0	0	1	0	0	0	0	0	2	0	1	0	0	0	0	0	1	1	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P	P	P	P
KAHN TEST OF SYMBOL ARRANGEMENT Naming (PTS)	1	0	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P	F	P	P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent / Factorial	Experimental / Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
KAHN TEST OF SYMBOL ARRANGEMENT Objects Over (PTS)	1	0	0	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
KAHN TEST OF SYMBOL ARRANGEMENT Symbol Pattern Score (Number Element) (PTS)	1	0	0	0	0	2	0	0	2	0	1	1	0	0	1	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
LORGE-THORNDIKE INTELLIGENCE TESTS, MULTI-LEVEL EDITION - LEVEL C Verbal Battery (HMC)	2	1	1	0	0	2	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	1	1	1	2	3	3	1	3	2	P G G G
LORGE-THORNDIKE INTELLIGENCE TESTS, MULTI-LEVEL EDITION - LEVEL D Verbal Battery (HMC)	2	1	1	1	0	2	0	1	1	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	1	1	1	2	3	3	1	3	2	P G G G
LORGE-THORNDIKE INTELLIGENCE TESTS, VERBAL BATTERY - LEVEL 3 (HMC)	2	1	1	2	0	2	0	1	1	0	1	1	1	1	1	1	1	1	2	2	1	0	2	1	1	1	1	1	1	1	2	3	2	1	3	1	F G G G
MELLENBRUCH MECHANICAL MOTIVATION TEST (PA)	1	1	2	0	0	0	0	1	0	0	0	1	1	0	0	0	0	0	2	2	1	1	2	0	1	0	0	0	1	0	0	0	0	0	0	1	P P F P
MILL HILL VOCABULARY SCALE Oral Definitions Form (NFER)	0	1	2	0	0	0	0	0	0	0	0	1	0	0	1	1	1	1	2	0	0	1	0	0	1	0	1	0	1	0	0	0	0	0	3	0	P P P P
MILL HILL VOCABULARY SCALE Written Test (Junior) (NFER)	0	1	2	0	0	0	0	1	0	0	0	1	0	0	1	1	1	1	2	2	1	1	0	0	1	0	0	0	1	0	0	0	0	0	3	0	P F P P
PEABODY INDIVIDUAL ACHIEVEMENT TEST General Information (AGS)	2	1	2	0	0	2	0	1	1	0	1	1	1	1	1	1	1	1	2	0	1	1	0	1	1	1	1	1	1	1	2	0	0	0	3	2	P G F P
PEABODY INDIVIDUAL ACHIEVEMENT TEST Total Test (AGS)	2	1	0	0	0	1	0	1	1	0	1	1	1	1	1	1	1	1	2	0	1	1	0	1	1	1	1	1	1	1	2	0	0	0	3	2	P G F P
PEABODY PICTURE VOCABULARY TEST (AGS)	3	1	2	0	0	2	0	0	2	2	1	1	1	1	1	1	1	1	2	0	1	1	1	1	1	1	1	0	1	0	0	0	2	0	3	2	F G F P
PRESCRIPTIVE TEACHING SERIES Visual-Motor Skills (PEI)	1	0	1	0	0	0	0	0	0	0	0	1	0	0	1	1	0	1	1	0	1	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	P P P P
PRESSEY INTERMEDIATE CLASSIFICATION TEST (BMC)	0	1	1	0	0	0	0	0	0	0	1	1	0	1	0	1	1	0	2	2	1	1	2	1	1	0	0	0	1	0	0	0	0	1	0	1	P P F P
PRESSEY INTERMEDIATE VERIFYING TEST (BMC)	0	1	2	0	0	0	0	0	1	0	1	0	1	1	0	1	1	0	2	2	1	1	2	0	1	0	0	0	1	0	0	0	0	1	1	2	P F F P
PRIMARY MENTAL ABILITIES - GRADES 4-6 Verbal Meaning (SRA)	1	1	2	1	0	2	2	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	1	1	1	0	3	0	0	1	3	2	F G G F
PROVERBS TEST - BEST ANSWER FORM Abstract (AB) Score (PTS)	2	1	2	0	0	0	0	0	0	0	1	1	1	1	1	1	1	1	2	2	0	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	F F P P
PROVERBS TEST - BEST ANSWER FORM Adjusted (ADJ) Score (PTS)	2	1	1	0	0	0	0	0	0	0	1	1	1	1	1	1	1	1	2	2	0	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
PROVERBS TEST - BEST ANSWER FORM Concreteness (CO) Score (PTS)	2	1	2	0	0	0	0	0	0	0	1	1	1	1	1	1	1	1	2	2	0	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
QUICK SCREENING SCALE OF MENTAL DEVELOPMENT Speech and Language (PA)	1	0	2	0	0	0	0	0	2	0	1	1	0	0	0	0	1	1	2	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	P F P P
QUICK TEST (PTS)	3	1	2	0	0	0	0	0	0	0	1	1	0	0	1	0	1	1	2	0	0	1	2	0	1	1	1	0	0	1	0	0	0	0	0	0	P P P P
QUICK WORD TEST: ELEMENTARY LEVEL - FORM AM (HBJ)	3	1	2	0	0	2	0	1	2	1	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	1	1	1	0	3	3	0	1	2	F G G F
ROSNER PERCEPTUAL SURVEY Rosner-Richman Perceptual Survey General Adjustment Responses (LRDC)	0	0	1	0	0	0	0	0	0	0	0	1	1	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	1	0	0	P F P P
SEMANTIC FEATURES TEST (PDE)	3	0	1	2	0	0	0	1	1	0	0	1	0	1	1	0	1	1	2	2	1	0	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
SERIES OF EMERGENCY SCALES - SCALE C (PC)	1	1	2	0	0	0	0	0	1	0	1	1	0	0	0	1	1	1	2	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
SERIES OF EMERGENCY SCALES - SCALE D (PC)	1	1	1	0	0	0	0	0	1	0	1	1	0	0	1	1	1	1	2	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
SHIPLEY INSTITUTE OF LIVING SCALE Vocabulary (SA)	0	1	2	0	0	0	0	0	0	0	1	1	1	0	0	1	1	0	2	2	1	1	1	0	0	1	1	0	1	0	0	0	0	0	0	0	P P F P
SHORT FORM TEST OF ACADEMIC APTITUDE - LEVEL 3 Language (CTd)	2	1	1	0	0	2	0	1	2	2	1	1	1	1	1	1	1	0	2	2	1	1	2	1	1	1	1	1	1	1	0	3	2	1	3	2	P G G F
SHORT FORM TEST OF ACADEMIC APTITUDE - LEVEL 3 Vocabulary (CTB)	2	1	2	0	0	2	0	1	2	2	1	1	1	1	1	1	1	0	2	2	1	1	2	1	0	0	0	1	1	1	0	2	0	1	0	0	P G F P
SHORT TEST OF EDUCATIONAL ABILITY - LEVELS 3-4 Level 3 (SRA)	0	1	1	0	0	2	0	1	2	0	1	1	1	1	0	1	1	1	2	2	1	1	2	1	1	1	0	1	1	0	0	3	0	1	3	2	P G F F
SHORT TEST OF EDUCATIONAL ABILITY - LEVELS 3-4 Level 4 (SRA)	0	1	1	0	0	2	0	1	2	0	1	1	1	1	0	1	1	1	2	2	1	1	2	1	1	1	0	1	1	0	0	3	0	1	3	2	P G F F
SLINGERLAND SCREENING TESTS FOR IDENTIFYING CHILDREN WITH SPECIFIC LANGUAGE DISABILITY - FORM D Auditory Perception and Individual Orientation (EPS)	0	0	2	0	0	0	0	0	2	0	1	1	1	1	0	1	1	1	2	2	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
SLINGERLAND SCREENING TESTS FOR IDENTIFYING CHILDREN WITH SPECIFIC LANGUAGE DISABILITY - FORM D Teacher Observation and Information Inventory (EPS)	0	0	0	0	0	0	0	0	1	0	1	1	0	0	1	1	1	1	1	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
SLOSSON INTELLIGENCE TEST FOR CHILDREN AND ADULTS (SEP)	1	1	1	0	0	2	0	1	2	0	1	1	1	0	1	1	1	1	2	0	1	1	0	1	1	1	1	0	1	1	0	0	0	0	0	2	P G F P
STANFORD ACHIEVEMENT TEST - INTERMEDIATE LEVEL I Vocabulary (HBJ)	3	1	1	0	0	0	0	1	1	2	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	1	1	2	0	2	0	1	2	2	P G G P
STANFORD ACHIEVEMENT TEST - INTERMEDIATE LEVEL II Vocabulary (HBJ)	3	1	2	0	0	0	0	1	2	2	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	1	1	2	0	2	0	1	2	2	P G G P
STANFORD-BINET INTELLIGENCE SCALE (HMC)	2	2	1	0	0	1	0	1	1	0	1	1	1	0	1	1	1	1	2	0	0	0	0	1	1	1	1	1	0	0	0	0	0	0	3	2	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent / Factorial	Experimental / Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
TERRITORIAL DECENTRATION TEST Territorial Inclusion Using Props (JPS)	2	0	2	0	0	0	0	0	2	0	1	1	0	0	0	0	1	1	0	0	1	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P P P P
TERRITORIAL DECENTRATION TEST Territorial Inclusion Using Written Symbols (JPS)	2	0	2	0	0	0	0	0	2	0	1	1	0	0	0	0	1	1	0	0	1	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P P P F
TERRITORIAL DECENTRATION TEST Verbal Territorial Identification (JPS)	2	0	2	0	0	0	0	0	2	0	1	1	0	0	0	0	1	1	2	0	1	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
TERRITORIAL DECENTRATION TEST Verbal Territorial Relationship (JPS)	2	0	2	0	0	0	0	0	2	0	1	1	0	0	0	0	1	1	2	0	1	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
TESTS OF GENERAL ABILITY - GRADES 4 TO 6 Verbal (SRA)	3	1	1	0	0	1	0	0	1	0	0	1	1	1	1	0	1	1	2	2	1	1	2	1	1	1	0	0	1	1	0	2	0	1	0	2	P F F P
TESTS OF GENERAL ABILITY - GRADES 6 TO 9 Verbal (SRA)	3	1	1	0	0	1	0	[illegible]	1	0	1	1	1	1	1	0	1	1	2	2	1	1	2	1	1	1	0	0	1	1	0	2	0	1	0	2	P F F P
VERBAL LANGUAGE DEVELOPMENT SCALE (AGS)	1	1	0	0	1	0	0	0	1	0	1	1	0	0	1	1	1	1	2	0	1	1	0	1	0	1	1	0	1	0	0	0	0	0	0	2	P F P P
WECHSLER INTELLIGENCE SCALE FOR CHILDREN - REVISED Comprehension (PC)	1	1	2	1	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	0	1	0	1	1	0	1	1	0	0	2	2	0	0	3	2	P F P F
WECHSLER INTELLIGENCE SCALE FOR CHILDREN - REVISED Information (PC)	1	0	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	0	1	0	[illegible]	1	0	1	1	0	0	2	2	0	0	3	2	P F P F
WECHSLER INTELLIGENCE SCALE FOR CHILDREN - REVISED Picture Arrangement (PC)	1	1	2	1	0	0	0	0	2	0	1	1	1	1	1	0	1	1	1	0	0	1	1	1	1	0	1	1	0	0	2	2	0	1	3	1	P F P F
WECHSLER INTELLIGENCE SCALE FOR CHILDREN - REVISED Picture Completion (PC)	1	0	2	1	0	0	0	0	1	0	1	1	1	0	1	0	1	1	2	[illegible]	0	1	2	1	1	0	1	1	0	0	2	2	0	1	3	2	P F P F
WECHSLER INTELLIGENCE SCALE FOR CHILDREN - REVISED Verbal Score (PC)	1	2	0	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	0	0	0	1	1	0	1	1	0	0	3	3	0	0	3	2	P F P F
WECHSLER INTELLIGENCE SCALE FOR CHILDREN - REVISED Vocabulary (PC)	1	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	0	1	0	1	1	0	1	1	0	0	2	2	0	0	3	1	P F P F
WIDE RANGE INTELLIGENCE AND PERSONALITY TEST Language Factor (GAD)	0	1	1	0	0	0	0	0	1	0	0	0	1	0	0	0	0	0	2	2	1	1	1	0	0	1	0	0	1	1	0	0	0	0	0	0	P P F P
WIDE RANGE INTELLIGENCE AND PERSONALITY TEST Verbal Reasoning (GAD)	0	1	2	0	0	0	0	0	2	0	1	1	1	1	0	1	1	0	2	2	1	1	1	0	0	1	0	0	1	0	0	2	0	1	2	1	P F P P
WORD DISTANCE SCALE Connotative Distance (IDS)	0	0	2	0	0	0	0	0	2	0	1	1	0	1	1	0	1	1	2	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
WORD DISTANCE SCALE Connotative Strength (IDS)	0	0	2	0	0	0	0	0	2	0	1	1	0	1	1	0	1	1	2	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P F [illegible] P
WORD DISTANCE SCALE Discrepancy Score (IDS)	0	0	2	0	0	0	0	0	2	0	1	1	0	1	1	0	1	1	2	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
WORD PICTURE IDENTIFICATION (IDS)	0	0	2	0	0	0	0	1	0	0	0	1	1	0	0	0	1	1	2	0	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
WORD UTILITY TEST (IDS)	0	1	2	0	0	0	0	1	0	0	0	0	1	1	0	0	1	1	2	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
8C. Logical Reasoning																																					
A.C.E.R. JUNIOR NON-VERBAL TEST (ACER)	3	1	2	0	0	2	0	1	2	0	1	1	1	1	1	0	1	0	2	2	1	0	2	1	1	0	0	0	1	0	0	3	0	0	1	2	F F F P
ACADEMIC PROMISE TESTS Abstract Reasoning (PC)	2	1	2	1	1	1	2	1	2	0	1	1	1	1	1	1	1	0	2	2	1	1	2	1	1	1	0	1	1	1	0	0	2	1	3	1	F G G P
ACADEMIC PROMISE TESTS Abstract Reasoning + Numerical (PC)	2	2	1	1	1	2	2	1	2	0	1	1	1	1	1	1	1	0	1	2	1	0	2	1	1	1	0	1	1	1	0	0	3	1	3	1	F F F F
ACADEMIC PROMISE TESTS Total (PC)	2	2	1	1	1	2	2	1	1	0	1	1	1	1	1	1	1	0	1	2	1	0	2	1	1	1	0	1	1	1	0	0	3	1	3	1	F F F F
ACADEMIC PROMISE TESTS Verbal (PC)	2	1	2	1	1	2	2	1	1	0	1	1	1	1	1	1	1	0	1	2	1	1	2	1	1	1	0	1	1	1	0	0	3	1	3	1	F F G P
ACADEMIC PROMISE TESTS Verbal + Language Usage (PC)	2	2	1	1	1	2	2	1	1	0	1	1	1	1	1	1	1	0	1	2	1	1	2	1	1	1	0	1	1	1	0	0	3	1	3	1	F F G F
ACER INTERMEDIATE TEST D (ACER)	0	1	1	2	0	2	0	1	1	0	1	1	1	1	0	1	1	0	2	2	1	0	1	1	1	1	0	0	1	0	3	3	0	1	3	2	P F F G
ACER JUNIOR A TEST (ACER)	0	2	2	0	0	0	0	1	2	0	1	1	1	1	0	0	0	1	2	2	1	1	1	1	1	1	0	0	1	0	0	0	0	1	1	2	P F F P
ANALYSIS OF LEARNING POTENTIAL - ELEMENTARY BATTERY General Composite Score (HBJ)	2	2	1	0	0	2	2	1	2	0	1	1	1	1	1	1	1	0	2	2	1	0	2	1	1	0	1	1	1	1	0	3	3	1	3	2	F G F G
ANALYSIS OF LEARNING POTENTIAL - ELEMENTARY BATTERY Index of Learning Potential Score (HBJ)	2	2	1	0	0	2	2	1	2	0	1	1	1	1	1	1	1	0	2	2	1	0	2	1	1	0	1	1	1	1	0	3	3	1	3	2	F G F G
ARMY ALPHA EXAMINATION, FIRST NEBRASKA REVISION Relationships (SPS)	2	1	2	0	0	0	0	1	2	0	1	1	1	1	0	1	1	0	2	2	1	1	1	0	1	1	0	0	1	0	0	0	0	0	2	1	P F F P
ARTHUR POINT SCALE OF PERFORMANCE TEST, REVISED FORM II Healy Picture Completion Test II (PC)	0	1	2	0	0	0	0	0	1	0	1	1	0	0	1	0	1	1	2	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	2	P F P P
CALIFORNIA ALGEBRA APTITUDE TEST Part III: Number Series (AGS)	2	1	2	0	0	0	0	1	2	0	1	0	1	1	1	1	1	0	2	2	1	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
CALIFORNIA SHORT-FORM TEST OF MENTAL MATURITY - LEVEL 2 Non-Language (CTB)	2	1	1	0	0	2	0	1	1	0	1	1	0	1	0	0	1	0	2	2	1	1	2	1	1	1	1	1	1	1	2	2	2	1	1	2	P F G F
CALIFORNIA SHORT-FORM TEST OF MENTAL MATURITY - LEVEL 2 Numerical Reasoning (CTB)	2	1	1	0	0	0	0	1	1	0	1	1	1	1	0	1	1	1	2	2	1	1	2	1	1	1	1	1	1	1	0	3	0	1	1	2	P F G P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent / Factorial	Experimental/ Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
CANADIAN COGNITIVE ABILITIES TEST, MULTILEVEL EDITION - LEVEL C Quantitative Battery (TNS)	0	1	1	0	0	0	0	1	1	0	1	1	1	1	0	1	1	1	2	2	1	0	2	1	1	0	0	0	1	1	0	0	0	1	3	2	P F F P
CANADIAN COGNITIVE ABILITIES TEST, MULTILEVEL EDITION - LEVEL D Quantitative Battery (TNS)	0	1	1	0	0	0	0	1	1	0	1	1	1	1	0	1	1	1	2	2	1	0	2	1	1	0	0	0	1	1	0	0	0	1	3	2	P F F P
CATTELL CULTURE FAIR INTELLIGENCE TEST - SCALE 2 Total I (BMC)	1	1	2	0	0	0	0	1	1	0	1	1	1	1	1	1	1	0	2	2	1	1	2	1	1	1	1	0	1	0	0	0	0	1	3	2	P F F P
CATTELL CULTURE FAIR INTELLIGENCE TEST - SCALE 2 Total I and II (BMC)	1	1	2	0	0	0	0	1	1	0	1	1	1	1	1	1	1	0	2	2	1	0	2	1	1	1	1	0	1	0	0	2	0	1	3	2	P F F F
CATTELL CULTURE FAIR INTELLIGENCE TEST - SCALE 2 Total II (BMC)	1	1	2	0	0	0	0	1	1	0	1	1	1	1	1	1	1	0	2	2	1	1	2	1	1	1	1	0	1	0	0	0	0	1	3	2	P F F P
CHILDREN'S PERSONALITY QUESTIONNAIRE (WHAT YOU DO AND WHAT YOU THINK) Dull vs. Bright (IPAT)	2	1	1	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	0	2	1	1	1	1	0	0	0	0	0	0	1	0	0	P G F P
COGNITIVE ABILITIES TEST, MULTILEVEL EDITION - LEVEL B Quantitative Battery (HMC)	2	1	1	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	1	2	1	1	2	1	1	0	1	1	1	1	0	0	0	1	3	2	P G G P
COGNITIVE ABILITIES TEST, MULTILEVEL EDITION - LEVEL C Quantitative Battery (HMC)	2	1	1	2	0	2	0	1	2	2	1	1	1	1	1	1	1	1	1	2	1	1	2	1	1	0	1	1	1	1	0	3	0	1	3	2	F G G F
COGNITIVE ABILITIES TEST, MULTILEVEL EDITION - LEVEL D Quantitative Battery (HMC)	2	1	1	0	0	2	2	1	2	2	1	1	1	1	1	1	1	1	1	2	1	1	2	1	1	0	1	1	1	1	0	3	0	1	3	2	F G G F
COGNITIVE ABILITIES TEST, MULTILEVEL EDITION - LEVEL E Quantitative Battery (HMC)	2	1	1	0	0	0	0	1	1	0	1	1	1	1	1	1	1	1	1	2	1	1	2	1	1	0	1	1	1	1	0	0	0	1	3	2	P F G P
COLOURED PROGRESSIVE MATRICES - SETS A, AB, B (WPS)	3	1	1	0	0	0	0	0	2	2	1	1	1	1	1	1	1	1	2	0	0	1	2	1	1	0	0	0	0	1	0	0	0	0	0	0	P G P P
COOPERATIVE INTER-AMERICAN TESTS, TESTS OF GENERAL ABILITY: INTERMEDIATE Nonverbal (GTA)	0	2	2	0	0	0	0	1	1	0	0	1	1	1	0	0	1	0	2	2	1	1	2	0	0	0	0	0	1	0	0	0	0	1	0	0	P F P P
COOPERATIVE INTER-AMERICAN TESTS, TESTS OF GENERAL ABILITY: INTERMEDIATE Total (GTA)	0	2	2	0	0	1	0	1	1	0	0	1	1	1	0	0	1	0	2	2	1	1	2	0	1	0	0	0	1	0	0	0	0	1	0	0	P F F P
COOPERATIVE INTER-AMERICAN TESTS, TESTS OF GENERAL ABILITY: INTERMEDIATE Verbal (GTA)	0	1	2	0	0	0	0	1	1	0	1	1	1	1	0	0	1	0	2	2	1	1	2	0	0	0	0	0	1	0	0	0	0	1	0	0	P F P P
CORNELL CRITICAL THINKING TEST SERIES, CORNELL CLASS-REASONING TEST (DEPS)	0	1	2	0	0	0	0	1	1	0	0	0	1	1	1	0	1	1	2	2	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
CORNELL CRITICAL THINKING TEST SERIES, CORNELL CONDITIONAL-REASONING TEST (DEPS)	0	1	2	0	0	0	0	1	1	0	0	0	1	0	1	1	1	1	2	2	1	0	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DVORAK-VAN WAGENEN DIAGNOSTIC EXAMINATION OF SILENT READING ABILITIES - INTERMEDIATE DIVISION Perception of Relations (VWPERL)	0	1	2	0	0	0	0	1	1	0	1	1	1	1	0	1	1	1	2	2	1	1	2	0	0	1	0	0	1	0	0	0	0	0	0	0	P F F P
D48 TEST (CPP)	1	1	2	0	0	1	0	1	1	1	1	1	1	1	1	1	1	1	2	2	1	1	1	0	1	1	0	0	1	0	0	0	0	1	0	1	P G F P

ELEMENTARY GOAL / TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent / Factorial	Experimental / Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
HISKEY-NEBRASKA TEST OF LEARNING APTITUDE Picture Analogies (MSH)	2	1	2	0	0	0	0	0	2	0	1	1	0	0	0	0	1	1	2	0	0	1	2	1	0	1	1	0	0	0	0	0	0	1	0	2	P F P P
ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES, REVISED Auditory Association (WPS)	1	1	2	0	0	0	0	0	1	0	1	1	0	1	1	1	1	1	2	0	0	1	0	1	0	1	0	0	0	1	0	0	0	0	0	2	P F P P
ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES, REVISED Visual Association (WPS)	1	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	0	1	2	1	0	1	0	0	0	1	0	0	0	1	0	2	P G P P
JENKINS INTERMEDIATE NON-VERBAL TEST (ACER)	1	1	1	1	0	2	0	1	1	0	1	1	1	1	0	0	1	1	2	2	1	0	2	0	1	1	0	0	1	0	0	3	0	1	2	2	P F F F
KUHLMANN-FINCH TESTS - TEST V (AGS)	2	1	1	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	1	1	1	1	1	1	0	0	0	1	0	2	3	0	1	0	2	P G P F
KUHLMANN-FINCH TESTS - TEST VI (AGS)	2	1	1	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	1	1	1	1	1	1	0	0	0	1	0	2	3	0	1	0	2	P G P F
LORGE-THORNDIKE INTELLIGENCE TESTS, MULTI-LEVEL EDITION - LEVEL B Nonverbal Battery (HMC)	2	1	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	1	1	1	0	0	2	1	3	2	P G G F
LORGE-THORNDIKE INTELLIGENCE TESTS, MULTI-LEVEL EDITION - LEVEL B Verbal Battery (HMC)	2	1	1	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	?	1	1	2	1	1	1	0	1	1	1	0	0	3	1	3	2	P G G F
LORGE-THORNDIKE INTELLIGENCE TESTS, MULTI-LEVEL EDITION - LEVEL C Nonverbal Battery (HMC)	2	1	2	0	0	2	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	1	1	1	2	3	3	1	3	2	P G G G
LORGE-THORNDIKE INTELLIGENCE TESTS, MULTI-LEVEL EDITION - LEVEL D Nonverbal Battery (HMC)	2	1	2	1	0	2	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	1	1	1	2	3	3	1	3	2	F G G G
LORGE-THORNDIKE INTELLIGENCE TESTS, NON-VERBAL BATTERY - LEVEL 3 (HMC)	2	1	2	0	0	2	2	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	1	1	1	1	1	3	2	1	3	2	F G G G
NON-VERBAL TEST BD (NFER2)	0	1	1	0	0	0	0	0	2	0	1	0	1	1	1	1	1	0	2	2	1	1	2	1	0	1	0	0	1	0	0	0	0	1	3	2	P F F P
NON-VERBAL TEST DH (NFER2)	1	1	2	0	0	0	0	1	2	0	1	0	1	1	1	1	1	0	2	2	1	0	2	1	0	1	0	0	1	0	0	0	0	1	3	2	P F F P
OTIS-LENNON MENTAL ABILITY TEST, ELEMENTARY II (HBJ)	3	1	1	0	0	2	2	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	1	1	1	2	3	3	3	1	3	2	F G G G
PIMSLEUR LANGUAGE APTITUDE BATTERY Language Analysis (HBJ)	2	1	2	0	0	0	0	1	1	0	0	0	1	1	1	1	1	1	2	2	1	1	2	1	0	0	0	0	1	0	0	0	0	1	0	0	P F F P
SAFRAN CULTURE REDUCED INTELLIGENCE SCALE - REVISED SCALE II (CS)	1	0	2	0	0	1	0	1	1	2	1	1	1	1	0	1	1	1	2	2	1	1	2	0	0	0	0	0	1	0	0	2	0	0	0	0	P G P P
SCHOOL AND COLLEGE ABILITY TESTS: SERIES II, FORM 3 Total (ETS)	2	1	1	0	0	2	0	1	2	0	1	1	1	1	1	1	0	1	2	2	1	0	2	1	1	1	0	1	1	0	0	3	0	1	3	2	P G F F
SCHOOL AND COLLEGE ABILITY TESTS: SERIES II, FORM 3 Verbal (ETS)	2	1	2	0	0	2	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	1	1	0	0	2	0	1	3	2	P G F F

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-P
SCHOOL AND COLLEGE ABILITY TESTS: SERIES II, FORM 4 Total (ETS)	2	1	1	0	0	2	0	1	2	0	1	1	1	1	1	1	0	1	2	2	1	0	2	1	1	1	0	1	1	0	0	3	0	1	3	2	P G F F
SCHOOL AND COLLEGE ABILITY TESTS: SERIES II, FORM 4 Verbal (ETS)	2	1	2	0	0	2	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	1	1	0	0	2	0	1	3	2	P G F F
SHIPLEY INSTITUTE OF LIVING SCALE Abstraction (SA)	0	1	2	0	0	0	0	0	0	0	1	1	0	0	1	1	1	0	2	2	1	1	1	0	0	1	1	0	1	0	0	0	0	0	0	0	P P F P
SHORT FORM TEST OF ACADEMIC APTITUDE - LEVEL 3 Analogies (CTB)	2	1	2	0	0	1	0	1	1	1	1	1	1	1	1	1	1	1	2	2	1	1	2	1	0	0	0	1	1	1	0	2	0	1	0	0	P G F P
SHORT FORM TEST OF ACADEMIC APTITUDE - LEVEL 3 Non-Language (CTB)	2	2	2	0	0	2	0	1	1	1	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	1	1	1	1	0	2	2	1	3	2	F G G F
SHORT FORM TEST OF ACADEMIC APTITUDE - LEVEL 3 Sequences (CTB)	2	1	2	0	0	2	0	1	2	1	1	1	1	1	1	1	1	1	2	2	1	1	2	1	0	0	0	1	1	1	0	2	0	1	0	0	P G F P
SHORT FORM TEST OF ACADEMIC APTITUDE - LEVEL 3 Total (CTB)	2	2	1	0	0	2	0	1	1	1	1	1	1	1	1	1	1	0	2	2	1	1	2	1	1	1	1	1	1	1	0	3	2	1	3	2	P G G F
STANDARD PROGRESSIVE MATRICES (PC)	0	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	2	1	0	2	1	1	1	1	1	1	0	0	0	0	0	0	0	P G F P
TEST OF "G": CULTURE FAIR, SCALE 2 (IPAT)	1	1	2	0	0	0	0	1	2	0	1	0	0	1	1	1	1	0	2	2	1	1	2	1	1	1	0	0	1	0	0	0	0	1	0	2	P F F P
TEST OF GENERAL ABILITY, INTER-AMERICAN SERIES: LEVEL 3 Numerical (GTA)	1	1	1	0	0	2	0	1	2	0	1	1	1	1	1	1	1	0	2	2	1	1	2	0	1	0	0	0	1	0	0	3	2	1	2	1	P G F F
TEST OF GENERAL ABILITY, INTER-AMERICAN SERIES: LEVEL 3 Total (GTA)	1	2	1	0	0	2	0	1	1	0	1	1	1	1	0	0	1	0	2	2	1	0	2	1	1	0	0	0	1	0	0	3	2	1	3	1	P F P F
TEST OF GENERAL ABILITY, INTER-AMERICAN SERIES: LEVEL 3 Verbal (GTA)	1	1	1	0	0	2	0	1	2	0	1	1	1	1	0	1	1	0	2	2	1	1	2	0	1	0	0	0	1	0	0	3	2	1	2	1	P F F F
TESTS OF GENERAL ABILITY - GRADES 4 TO 6 Reasoning (SRA)	3	1	2	0	0	1	0	0	2	0	1	1	1	1	1	1	1	0	2	2	1	1	2	1	1	1	0	0	1	1	0	2	0	1	0	2	P F F P
TESTS OF GENERAL ABILITY - GRADES 6 TO 9 Total Score (SRA)	3	1	1	0	0	1	0	1	1	0	1	1	1	1	1	0	1	0	2	2	1	0	2	1	1	1	0	0	1	1	0	2	0	1	0	2	P F F P
VERBAL TEST C (NFER)	0	0	0	0	0	0	0	1	0	0	1	1	1	1	1	1	1	0	2	2	1	0	1	0	0	1	0	0	1	0	0	3	0	1	2	2	P F P F
VERBAL TEST CD (NFER)	0	1	0	0	0	0	0	1	0	0	1	0	1	1	1	1	1	0	2	2	1	0	1	0	0	1	0	0	1	0	0	3	0	1	2	2	P F P F
VERBAL TEST D (NFER)	1	1	0	0	0	2	0	1	0	0	1	0	1	1	1	1	1	1	2	2	1	0	1	0	0	1	0	0	1	1	0	3	0	1	2	2	P F P F
VERBAL TEST EF (NFER)	0	1	1	0	0	0	0	1	0	0	1	0	1	1	1	1	1	0	2	2	1	0	1	0	0	1	0	0	1	0	0	2	0	1	1	2	P F P [illegible]

ELEMENTARY GOAL / TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	[illegible]
WECHSLER INTELLIGENCE SCALE FOR CHILDREN - REVISED Similarities (PC)	1	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	0	1	0	1	1	0	1	1	0	0	2	2	0	0	3	2	F G P F
WIDE RANGE INTELLIGENCE AND PERSONALITY TEST Number Series (GAD)	0	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	0	2	2	1	1	1	0	0	1	0	0	1	0	0	2	0	1	0	1	F F P F
WIDE RANGE INTELLIGENCE AND PERSONALITY TEST Picture Reasoning (GAD)	1	1	2	0	0	0	0	0	1	0	1	1	1	1	1	0	1	0	2	2	1	1	1	0	0	1	0	0	1	0	0	2	0	1	2	1	P F P P
WIDE RANGE INTELLIGENCE AND PERSONALITY TEST Reality Factor (GAD)	0	2	1	0	0	0	0	0	1	0	0	1	0	1	1	0	1	0	2	2	1	1	1	0	0	1	0	0	1	1	0	0	0	1	0	0	P P F P
WIDE RANGE INTELLIGENCE AND PERSONALITY TEST Space Series (GAD)	0	1	2	0	0	0	0	0	1	0	1	1	1	1	1	1	1	1	2	2	1	1	1	0	0	1	0	0	1	0	0	2	0	1	0	1	P F P P
WOODCOCK READING MASTERY TESTS Word Comprehension (AGS)	2	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	1	1	0	1	1	0	1	1	0	1	0	0	0	0	0	2	P G P P
XD. Spatial Reasoning																																					
ARTHUR POINT SCALE OF PERFORMANCE TEST, REVISED FORM II Arthur Stencil Design Test I (PC)	0	1	2	0	0	0	0	0	2	0	1	1	0	1	1	1	1	1	2	0	0	0	1	0	0	0	1	0	0	0	0	0	0	0	0	2	P F P P
ARTHUR POINT SCALE OF PERFORMANCE TEST, REVISED FORM II Porteus Maze Test (Arthur Revision) (PC)	0	1	2	0	0	0	0	0	2	0	1	1	0	1	1	1	1	1	2	0	0	1	0	0	0	0	1	[illegible]	[illegible]	0	0	0	0	0	0	2	P F P P
AYRES SPACE TEST (WPS)	2	1	2	1	1	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	0	1	1	1	0	0	0	0	0	1	0	2	0	0	0	2	P G P P
CALIFORNIA TEST OF MENTAL MATURITY - LEVEL 2 Spatial Relationships (CTB)	2	1	1	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	1	1	1	1	0	2	0	1	1	2	P G G P
CANADIAN COGNITIVE ABILITIES TEST, MULTILEVEL EDITION - LEVEL C Nonverbal Battery (TNS)	0	1	1	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	2	2	1	0	2	1	1	0	0	0	1	1	0	0	0	1	3	2	P G F P
CANADIAN COGNITIVE ABILITIES TEST, MULTILEVEL EDITION - LEVEL D Nonverbal Battery (TNS)	0	1	1	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	2	2	1	0	2	1	1	0	0	0	1	1	0	0	0	1	3	2	P G F P
DETROIT TEST OF LEARNING APTITUDE Disarranged Pictures (BMC)	0	1	2	0	0	0	0	0	1	0	1	1	1	1	0	0	1	0	1	0	0	1	1	1	1	1	1	0	0	0	0	0	0	1	0	2	P P P P
ELIZUR TEST OF PSYCHO-ORGANICITY: CHILDREN AND ADULTS Blocks, Adult's Form (WPS)	1	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	0	1	1	1	0	0	0	0	0	2	0	0	0	1	0	0	P G P P
HISKEY-NEBRASKA TEST OF LEARNING APTITUDE Block Patterns (MSH)	2	1	2	0	0	0	0	0	1	0	1	1	1	0	1	1	1	0	2	0	0	1	1	1	0	1	1	0	0	0	0	0	0	1	0	2	P F P P
HISKEY-NEBRASKA TEST OF LEARNING APTITUDE Puzzle Blocks (MSH)	2	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	0	1	2	1	0	1	1	0	0	0	0	0	0	1	0	2	P G P P
HISKEY-NEBRASKA TEST OF LEARNING APTITUDE Spatial Reasoning (MSH)	2	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	0	1	2	1	0	1	1	0	0	0	0	0	0	1	0	2	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent / Factorial	Experimental / Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
INTERNATIONAL PRIMARY FACTORS TEST BATTERY Mazes (ITI)	1	0	2	2	0	0	0	1	2	0	1	1	0	0	0	1	1	0	2	2	1	1	2	0	0	0	0	0	1	1	0	0	0	0	0	1	P F F P
INTERNATIONAL PRIMARY FACTORS TEST BATTERY Mutilated Pictures (ITI)	1	0	2	2	0	0	0	1	1	0	1	1	1	1	0	1	0	0	2	2	1	1	2	0	0	0	0	0	1	1	0	0	0	0	3	2	P F F P
INTERNATIONAL PRIMARY FACTORS TEST BATTERY Space (ITI)	1	1	2	2	0	0	0	1	2	0	1	1	1	1	0	0	0	0	1	1	2	2	1	0	0	0	0	0	1	1	0	0	0	0	1	2	P F F P
PACIFIC DESIGN CONSTRUCTION TEST (ACER)	2	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	1	1	2	1	0	1	0	0	1	0	0	0	0	1	1	1	P G P P
PORTEUS MAZE TESTS Mental Age Score (PC)	1	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	0	1	1	1	1	0	1	1	0	1	0	0	0	0	0	0	1	P F P P
PRIMARY MENTAL ABILITIES - GRADES 4-6 Spatial Relations (SRA)	1	1	2	1	0	1	1	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	1	1	1	0	2	0	0	1	3	2	P G G F
ROSNER PERCEPTUAL SURVEY Optometric Subscales - Split Form Board (LRDC)	0	0	2	0	0	0	0	0	2	0	1	1	0	0	0	0	1	1	2	0	0	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	F F P P
SOUTHERN CALIFORNIA SENSORY INTEGRATION TESTS Space Visualization Accuracy Score (WPS)	1	0	2	0	0	0	0	0	2	0	1	0	0	1	1	1	0	1	2	0	0	1	2	0	0	1	0	0	0	0	0	0	0	0	0	1	P F F P
SOUTHERN CALIFORNIA SENSORY INTEGRATION TESTS Space Visualization Adjusted Score (WPS)	1	0	2	0	0	0	0	0	2	0	1	0	0	1	1	1	0	1	2	0	0	1	1	0	0	1	0	0	0	0	0	0	0	0	0	1	P F F P
SPATIAL TEST [illegible]G (NFER2)	1	2	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	0	2	2	1	0	1	1	0	1	0	0	1	0	0	0	0	1	3	2	P G P P
STENCIL DESIGN TEST 1 (PC)	1	1	2	0	0	0	0	1	2	0	1	1	0	1	1	1	1	1	2	0	1	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0	P G P P
WECHSLER INTELLIGENCE SCALE FOR CHILDREN - REVISED Block Design (PC)	1	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	0	0	1	1	1	1	0	1	1	0	0	2	2	0	1	3	1	P F P F
WECHSLER INTELLIGENCE SCALE FOR CHILDREN - REVISED Mazes (PC)	1	1	2	1	0	0	0	0	2	0	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	0	1	1	0	0	2	2	0	1	3	2	P F P F
WECHSLER INTELLIGENCE SCALE FOR CHILDREN - REVISED Object Assembly (PC)	1	1	2	1	0	0	0	0	2	0	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	0	1	1	0	0	2	2	0	1	3	2	P F P F
WECHSLER INTELLIGENCE SCALE FOR CHILDREN - REVISED Performance Score (PC)	1	2	1	0	0	0	0	0	1	0	1	1	1	0	1	0	1	1	1	0	0	0	1	1	1	0	1	1	0	0	2	3	0	1	3	2	P F P F
WIDE RANGE INTELLIGENCE AND PERSONALITY TEST Space Completion (GAD)	0	1	2	0	0	0	0	0	0	0	1	1	0	1	1	1	1	0	2	2	1	1	1	0	0	1	0	0	1	0	0	2	0	1	1	1	P F P P
9. CREATIVITY AND JUDGMENT																																					
BURKS' BEHAVIOR RATING SCALES Poor Intellectuality (AP)	2	0	1	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	0	1	1	1	1	0	0	0	0	1	1	0	0	0	0	0	0	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
KAHN TEST OF SYMBOL ARRANGEMENT Preferences (PTS)	1	0	0	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
44. Creativity																																					
DETROIT TEST OF LEARNING APTITUDE Free Association (BMC)	0	0	2	0	0	0	0	0	2	0	1	1	0	1	1	1	1	1	2	0	0	1	1	1	1	1	1	0	0	0	0	0	0	1	0	2	P F P P
FIVE TASK TEST Ball and Field Task (WPS)	0	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
FIVE TASK TEST Projective Cut Out Task (WPS)	0	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
GESELL DEVELOPMENTAL KIT Naming of Animals (WPS)	0	0	2	0	1	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
INTERNATIONAL PRIMARY FACTORS TEST BATTERY Word Fluency (ITI)	1	0	2	2	0	0	0	1	2	0	1	1	0	1	0	1	1	0	2	2	1	1	1	0	0	0	0	0	1	1	0	0	0	0	3	2	P F P P
OREGON ACADEMIC RANKING TEST (WPS)	1	1	1	0	1	2	0	1	2	0	1	1	0	0	0	1	1	1	2	2	1	1	0	1	1	1	0	0	1	2	0	3	0	0	0	0	P F F P
SCREENING TESTS TO BE USED BY THE CLASSROOM TEACHER Naming Test (ATP)	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
TEST OF CREATIVE POTENTIAL (M)	3	0	2	1	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	0	1	1	1	1	0	1	0	0	2	0	0	3	2	P G F P
THINKING CREATIVELY WITH PICTURES Figural Elaboration (PP)	1	0	2	2	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	2	1	0	0	1	0	0	1	0	1	1	2	0	2	1	3	1	P F P F
THINKING CREATIVELY WITH PICTURES Figural Flexibility (PP)	1	1	2	2	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	2	1	0	0	1	0	0	1	0	1	1	1	0	2	1	3	1	P F P F
THINKING CREATIVELY WITH PICTURES Figural Fluency (PP)	1	1	2	2	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	2	1	0	0	1	0	0	1	0	1	1	2	0	2	1	3	1	P F P F
THINKING CREATIVELY WITH PICTURES Figural Originality (PP)	1	1	2	2	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	2	1	0	0	1	0	0	1	0	1	1	1	0	2	1	3	1	P F P F
THINKING CREATIVELY WITH PICTURES Synthesis (PP)	1	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	2	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
THINKING CREATIVELY WITH PICTURES Title Originality (PP)	1	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	2	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
THINKING CREATIVELY WITH PICTURES Total (PP)	1	2	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	2	1	0	0	1	0	0	0	0	0	1	0	0	0	0	0	0	P F P P
THINKING CREATIVELY WITH PICTURES Unusual Visual Perspective (PP)	1	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	2	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
THINKING CREATIVELY WITH SOUNDS AND WORDS Onomatopoeia and Images (PP)	0	0	2	0	0	0	0	0	2	0	1	1	0	0	0	1	0	1	1	2	0	1	0	1	0	0	1	0	0	0	0	0	0	1	0	1	P P P P
THINKING CREATIVELY WITH SOUNDS AND WORDS Sounds and Images (PP)	0	0	2	0	0	0	0	0	2	0	1	1	0	0	0	1	0	1	1	2	0	1	0	1	0	0	1	0	0	0	0	0	0	1	0	1	P P P P
THINKING CREATIVELY WITH WORDS Total (PP)	0	1	2	0	2	1	0	0	2	0	1	1	1	0	1	1	1	1	2	2	1	0	0	1	0	0	0	0	1	1	0	0	0	1	0	0	P F P P
THINKING CREATIVELY WITH WORDS Verbal Elaboration (PP)	0	1	2	2	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	2	1	1	0	1	0	0	0	0	1	1	0	0	0	1	0	0	P F P P
THINKING CREATIVELY WITH WORDS Verbal Flexibility (PP)	0	1	2	2	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	2	1	0	0	1	0	0	1	0	1	1	2	0	2	1	3	1	P F P F
THINKING CREATIVELY WITH WORDS Verbal Fluency (PP)	0	1	2	2	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	2	1	0	0	1	0	0	1	0	1	1	2	0	3	1	1	1	P F P F
THINKING CREATIVELY WITH WORDS Verbal Originality (PP)	0	1	2	2	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	2	1	0	0	1	0	0	1	0	1	1	2	0	2	1	0	1	P F P P
THREE-DIMENSIONAL TEST FOR VISUALIZATION SKILL Level III - Image Transformation (ATP)	0	0	1	0	0	0	0	0	0	0	1	0	0	0	0	1	0	1	1	2	1	1	0	0	0	0	0	0	1	2	0	0	0	0	0	0	P P P P
THREE-DIMENSIONAL TEST FOR VISUALIZATION SKILL Total (ATP)	0	0	1	0	0	0	0	0	0	0	1	0	0	0	0	1	0	1	1	2	1	1	0	0	0	0	0	0	1	2	0	0	0	0	0	0	P P P P
VERBAL FLUENCY TEST - GRADES 1-5 Rhyming (IDS)	0	0	2	0	0	0	0	0	2	0	1	1	1	1	0	0	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
VERBAL FLUENCY TEST - GRADES 1-5 Sentence Fluency (IDS)	0	0	2	0	0	0	0	0	2	0	1	1	1	1	0	0	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
VERBAL FLUENCY TEST - GRADES 1-5 Word Knowledge (IDS)	0	0	2	0	0	0	0	0	2	0	1	1	1	1	0	0	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
WORD ASSOCIATION TEST (IDS)	0	0	2	0	0	0	0	1	2	0	1	1	1	1	0	0	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
9B. Evaluative Judgment																																					
CAREER MATURITY INVENTORY Competence Test Knowing Yourself (CTB)	2	0	2	0	0	0	0	1	1	1	1	0	0	0	1	1	1	1	2	2	1	1	2	1	1	1	0	0	1	1	0	2	0	1	1	2	P F F P
CAREER MATURITY INVENTORY What Should They Do? (CTB)	3	0	2	0	0	0	0	1	1	1	1	0	1	0	1	1	1	1	2	2	1	1	2	1	1	1	0	0	1	1	0	1	0	1	1	2	P F F P
DETROIT TEST OF LEARNING APTITUDE Verbal Absurdities (BMC)	0	0	2	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	2	0	0	1	0	1	1	0	1	0	0	0	0	0	0	0	0	2	P F P P
HARTMAN VALUE PROFILE - AXIOGRAM (RC)	2	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent / Factorial	Experimental/ Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Item	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-F-P
HISKEY-NEBRASKA TEST OF LEARNING APTITUDE Completion of Drawings ([illegible])	2	0	2	0	0	0	0	0	1	0	1	1	1	0	1	0	1	1	2	0	0	1	1	1	0	1	1	0	0	0	0	0	0	1	0	1	P F P P
10. MEMORY																																					
BABCOCK TEST OF MENTAL EFFICIENCY Easy Tests (WPS)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	2	0	0	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	P F P P
BABCOCK TEST OF MENTAL EFFICIENCY Initial Learning (WPS)	0	1	2	0	0	0	0	0	1	0	1	1	1	0	0	1	1	1	2	0	0	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	P F P P
BABCOCK TEST OF MENTAL EFFICIENCY Recall and Recognition (WPS)	0	1	2	0	0	0	0	0	1	0	1	1	0	0	0	1	1	1	2	0	0	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	P F P P
BABCOCK TEST OF MENTAL EFFICIENCY Repitition (WPS)	0	1	2	0	0	0	0	0	1	0	1	0	0	0	0	1	1	1	2	0	0	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	P P P P
BABCOCK TEST OF MENTAL EFFICIENCY Total Mental Efficiency Score (WPS)	0	2	1	0	0	0	0	0	1	0	1	1	0	0	0	1	1	1	2	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	P F P P
CALIFORNIA TEST OF MENTAL MATURITY - LEVEL 2 Memory (CTB)	2	1	2	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	2	1	1	2	1	1	1	1	1	1	1	0	2	0	1	0	2	P F G P
SYMPTOMATOLOGY AND IDENTIFICATION OF A CHILD WITH LEARNING DISABILITIES Memory and Thinking (PI)	0	0	1	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
UTAH TEST OF LANGUAGE DEVELOPMENT (CPA)	0	0	2	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	1	1	0	1	0	1	1	0	0	0	0	0	0	0	0	2	P F P P
10A. Rote Memory																																					
ARTHUR POINT SCALE OF PERFORMANCE TEST, REVISED FORM II Knox Cube Test (Arthur Revision) (PC)	0	1	2	0	0	0	0	0	2	0	1	0	0	0	1	1	1	1	2	0	0	1	1	0	0	0	1	0	0	0	0	0	0	0	0	2	P F P P
AUDITORY POINTING TEST Last Item (ATP)	2	0	2	0	1	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	1	1	1	1	1	1	0	0	1	1	0	0	0	0	3	2	P F F P
AUDITORY POINTING TEST Sequence (ATP)	2	1	2	0	1	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	1	1	1	1	1	1	0	0	1	2	0	0	0	0	3	2	P F F P
AUDITORY POINTING TEST Span (ATP)	2	0	2	0	1	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	1	1	1	1	1	1	0	0	1	[illegible]	0	0	0	0	3	2	P F F P
AUDITORY POINTING TEST Total (ATP)	3	1	2	0	1	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	1	1	1	1	1	1	0	0	1	2	0	0	0	0	3	2	P F F P
BABCOCK TEST OF MENTAL EFFICIENCY Easy Continuous Work (WPS)	0	1	1	0	0	0	0	0	1	0	1	1	1	0	0	1	1	1	2	0	0	1	0	0	0	0	1	0	[illegible]	0	0	0	0	0	0	0	P F P P
BABCOCK TEST OF MENTAL EFFICIENCY Recognition (WPS)	0	1	2	0	0	0	0	0	1	0	1	1	0	0	1	1	1	1	2	0	0	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADUATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-2	0-1	0-2	0-2	[illegible]
DETROIT TEST OF LEARNING APTITUDE Auditory Attention Span for Unrelated Words (BMC)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	0	1	1	1	1	0	1	0	0	0	0	0	0	0	0	2	P F P P
DETROIT TEST OF LEARNING APTITUDE Memory for Designs (BMC)	0	1	1	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	0	1	0	1	1	0	1	0	0	0	0	0	0	0	0	2	P F P P
DETROIT TEST OF LEARNING APTITUDE Visual Attention Span for Letters (BMC)	0	1	2	0	0	0	0	0	2	0	0	1	1	0	0	1	1	1	2	0	0	1	1	1	1	0	1	0	0	0	0	0	0	0	0	2	P F P P
DETROIT TEST OF LEARNING APTITUDE Visual Attention Span for Objects (BMC)	0	1	2	0	0	0	0	0	1	0	1	1	1	0	0	0	1	1	2	0	0	1	0	1	1	0	1	0	0	0	0	0	0	0	0	2	P F P P
DIAGNOSTIC READING TEST Visual Skills A Test of Visual Perception and Visual Memory (MPC)	0	1	2	0	0	0	0	0	2	0	1	0	0	0	0	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DURRELL ANALYSIS OF READING DIFFICULTY Visual Memory - Check List of Difficulties (HBJ)	0	0	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DURRELL ANALYSIS OF READING DIFFICULTY Visual Memory of Words - Intermediate (HBJ)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
ELIZUR TEST OF PSYCHO-ORGANICITY: CHILDREN AND ADULTS Digits, Adult's Form (WPS)	1	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	0	1	1	1	0	0	0	0	0	2	0	0	0	1	0	0	P F P P
GESELL DEVELOPMENTAL KIT Monroe Visual Tests Visual Three (WPS)	0	1	1	0	1	0	0	0	2	1	1	0	0	0	1	1	1	1	1	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
GILLILAND LEARNING POTENTIAL EXAMINATION Visual Memory (MRP)	0	1	2	0	0	0	0	0	2	0	1	1	0	0	0	0	1	1	1	2	1	1	0	0	1	1	1	0	1	0	0	0	0	0	0	0	P P F P
GROUP DIAGNOSTIC READING APTITUDE AND ACHIEVEMENT TESTS Auditory Tests Letter Memory (CHN)	0	1	2	0	0	0	0	1	1	0	1	1	0	0	1	1	1	1	1	2	1	1	1	0	1	1	0	0	1	1	0	0	0	0	0	1	P F F P
GROUP DIAGNOSTIC READING APTITUDE AND ACHIEVEMENT TESTS Visual Tests Form Memory (CHN)	0	1	2	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	2	1	1	0	0	1	1	0	0	1	1	0	0	0	0	0	1	P F F P
GROUP DIAGNOSTIC READING APTITUDE AND ACHIEVEMENT TESTS Visual Tests Letter Memory (CHN)	0	1	2	0	0	0	0	0	1	0	1	1	0	0	0	1	1	1	1	2	1	1	1	0	1	1	0	0	1	1	0	0	0	0	0	1	P P F P
HISKEY-NEBRASKA TEST OF LEARNING APTITUDE Bead Patterns (MSH)	2	1	1	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	1	0	0	1	1	1	0	1	1	0	0	0	0	0	0	1	0	2	P F P P
HISKEY-NEBRASKA TEST OF LEARNING APTITUDE Memory for Color (MSH)	2	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	0	1	2	1	0	1	1	0	0	0	0	0	0	1	0	2	P F P P
HISKEY-NEBRASKA TEST OF LEARNING APTITUDE Memory for Digits (MSH)	2	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	0	1	2	1	0	1	1	0	0	0	0	0	0	0	0	2	P F P P
HISKEY-NEBRASKA TEST OF LEARNING APTITUDE Paper Folding (MSH)	2	1	2	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	1	0	0	1	1	1	0	1	1	0	0	0	0	0	0	0	0	1	P F P P
HISKEY-NEBRASKA TEST OF LEARNING APTITUDE Total (MSH)	2	2	1	0	0	1	0	0	1	0	1	1	0	0	1	0	1	0	1	0	0	0	1	1	1	0	1	0	0	0	0	0	0	0	0	2	P P P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT					COMPREHENSION			INSTRUCTIONS			FORMAT					ADMINISTRATION					INTERPRETATION						RELIABILITY						
	Item Selection	% Goal Assessed	% Items Belonging	Divergent / Factorial	Experimental / Evaluational	CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence	POWER/SPEED TEST	RECORDING ANSWERS	Testing Group Size	Administrator	Time	EASE OF SCORING	QUALITY OF MANUAL	Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter	CAN DECISIONS BE MADE?	Test – Retest	Internal Consistency	Alternate Form	REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	Gra.
HISKEY-NEBRASKA TEST OF LEARNING APTITUDE Visual Attention Span (MSH)	2	1	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	0	1	2	1	0	1	1	0	0	0	0	0	0	0	0	2	P F P P
ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES, REVISED Auditory Sequential Memory (WPS)	1	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	0	1	2	1	0	1	0	0	0	1	0	0	0	1	0	2	P G P P
ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES, REVISED Visual Sequential Memory (WPS)	1	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	0	1	1	1	0	1	0	0	0	1	0	0	0	0	0	2	P G P P
INTERNATIONAL PRIMARY FACTORS TEST BATTERY Fluid Potential (ITI)	1	1	1	0	0	0	0	1	1	0	1	1	0	0	0	1	0	1	2	2	1	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
INTERNATIONAL PRIMARY FACTORS TEST BATTERY Memory (Designs) (ITI)	1	1	2	2	0	0	0	1	2	0	1	1	1	1	0	1	0	1	2	2	1	1	2	0	0	1	0	0	1	1	0	0	0	0	1	2	P F F P
INTERNATIONAL PRIMARY FACTORS TEST BATTERY Memory (Numbers) (ITI)	1	1	1	2	0	0	0	1	2	0	1	1	1	1	0	1	0	1	2	2	[illegible]	1	2	0	0	0	0	0	1	1	0	0	0	0	1	2	P F F P
INTERNATIONAL PRIMARY FACTORS TEST BATTERY Memory (Words) (ITI)	1	1	1	2	0	0	0	1	2	0	1	1	1	1	0	1	0	1	2	2	1	1	2	0	0	0	0	0	1	1	0	0	0	0	1	2	P F F P
KAHN TEST OF SYMBOL ARRANGEMENT Direction (PTS)	1	0	0	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
KAHN TEST OF SYMBOL ARRANGEMENT Recall Actual Number Credited (PTS)	1	0	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	0	0	0	0		0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
MEMORY-FOR-DESIGNS TEST (PTS)	1	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	P F P P
MODERN LANGUAGE APTITUDE TEST - ELEMENTARY Number Learning (PC)	1	1	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	1	1	0	0	0	0	1	0	0	3	0	1	0	0	P G P P
PHONEME TEST (IDS)	0	0	2	0	0	0	0	1	2	0	0	1	1	1	0	0	0	1	2	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
QUICK SCREENING SCALE OF MENTAL DEVELOPMENT Listening Attention and Number (PA)	1	0	2	0	0	0	0	0	2	0	1	1	0	0	0	0	1	1	2	0	0	1	1	0	1	0	0	0	0	0	0	0	0	0	0	0	P F P P
SCREENING TEST FOR AUDITORY PERCEPTION Part IV (ATP)	0	0	2	[illegible]	0	0	0	1	2	0	1	1	1	1	1	1	1	1	1	2	1	1	2	1	1	1	0	0	1	0	0	[illegible]	0	0	0	2	P G F P
SLINGERLAND SCREENING TESTS FOR IDENTIFYING CHILDREN WITH SPECIFIC LANGUAGE DISABILITY - FORM D Auditory Perception and Recall - Grades V and VI (EPS)	0	1	1	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	2	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
SLINGERLAND SCREENING TESTS FOR IDENTIFYING CHILDREN WITH SPECIFIC LANGUAGE DISABILITY - FORM D Individual Auditory Testing - Echolalia (EPS)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
SLINGERLAND SCREENING TESTS FOR IDENTIFYING CHILDREN WITH SPECIFIC LANGUAGE DISABILITY - FORM D Visual Perception Memory (EPS)	0	1	1	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	1	2	1	[illegible]	[illegible]	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
SLINGERLAND SCREENING TESTS FOR IDENTIFYING CHILDREN WITH SPECIFIC LANGUAGE DISABILITY - FORM D Visual Perception Memory - Kinesthetic (EPS)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	2	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P

ELEMENTARY GOAL

TEST NAME

ELEMENTARY GOAL / TEST NAME	MEASUREMENT VALIDITY: CONTENT: Item Selection	CONTENT: % Goal Assessed	CONTENT: % Items Belonging	CONSTRUCT: Divergent / Factorial	CONSTRUCT: Experimental / Evaluational	CONCURRENT	PREDICTIVE	EXAMINEE APPROPRIATENESS: EXAMINEE JUSTIFICATION	COMPREHENSION: Item Appropriateness	COMPREHENSION: Item Difficulties	INSTRUCTIONS: Item Relevance	INSTRUCTIONS: Concepts, Vocabulary	INSTRUCTIONS: Task Aspects	INSTRUCTIONS: Sample Items	FORMAT: Page Layout	FORMAT: Illustration & Print	FORMAT: Item Coherence	POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATIVE USABILITY: ADMINISTRATION: Testing Group Size	ADMINISTRATION: Administrator	ADMINISTRATION: Time	EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION: Score Interpretation	INTERPRETATION: Score Conversion	INTERPRETATION: Norm Range	INTERPRETATION: Norm Group	INTERPRETATION: Score Interpreter	CAN DECISIONS BE MADE?*	NORMED TECHNICAL EXCELLENCE: RELIABILITY: Test – Retest	RELIABILITY: Internal Consistency	RELIABILITY: Alternate Form	REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	TOTAL LETTER GRADES
Rating Range	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-2	0-2	[illegible]
SLINGERLAND SCREENING TESTS FOR IDENTIFYING CHILDREN WITH SPECIFIC LANGUAGE DISABILITY - FORM D Visual-Auditory Total - Grades V and VI (EPS)	0	1	1	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	1	2	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
SPECIFIC LANGUAGE DISABILITY TEST - GRADES SIX, SEVEN, AND EIGHT Auditory Memory to Motor (EPS)	0	2	1	0	0	0	0	1	2	0	1	1	1	0	0	0	1	1	1	2	1	1	0	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
SPECIFIC LANGUAGE DISABILITY TEST - GRADES SIX, SEVEN, AND EIGHT Auditory to Visual (EPS)	0	2	1	0	0	0	0	1	2	0	1	1	1	0	0	0	1	1	1	2	1	1	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F F P
SPECIFIC LANGUAGE DISABILITY TEST - GRADES SIX, SEVEN, AND EIGHT Visual Memory (EPS)	0	1	2	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	2	1	1	0	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
SPECIFIC LANGUAGE DISABILITY TEST - GRADES SIX, SEVEN, AND EIGHT Visual Memory to Motor (EPS)	0	2	2	0	0	0	0	1	2	0	1	1	0	0	0	1	1	1	2	2	1	1	0	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
THREE-DIMENSIONAL TEST FOR VISUALIZATION SKILL Level II Total (ATP)	0	1	[illegible]	0	0	[illegible]	0	0	1	0	1	0	0	0	0	1	0	1	1	2	1	1	0	0	0	0	0	0	1	2	0	0	0	0	0	0	P P P P
THREE-DIMENSIONAL TEST FOR VISUALIZATION SKILL Level II Visual Memory (ATP)	0	1	2	0	0	0	0	0	1	0	1	0	0	0	0	1	0	1	1	2	1	1	0	0	0	0	0	0	1	2	0	0	0	0	0	0	P P P P
VISUAL RETENTION TEST (REVISED) Administration A Error Categories (PC)	0	0	2	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	0	1	1	0	1	0	0	0	0	1	0	0	0	0	0	0	0	P G P P
VISUAL RETENTION TEST (REVISED) Administration A Error Score (PC)	0	0	2	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	0	1	1	0	1	1	1	1	0	1	1	0	0	0	0	0	0	P G F P
VISUAL RETENTION TEST (REVISED) Administration A Number of Correct Reproductions (PC)	0	1	2	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	0	1	1	0	1	1	1	1	0	1	1	0	0	0	0	0	0	P G F P
WECHSLER INTELLIGENCE SCALE FOR CHILDREN - REVISED Digit Span (PC)	1	2	2	1	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	0	1	2	1	1	0	1	1	0	0	2	0	0	0	3	2	P F P P
10B. Meaningful Memory																																					
CALIFORNIA SHORT-FORM TEST OF MENTAL MATURITY - LEVEL 2 Language (CTB)	2	1	1	0	0	2	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	1	1	1	1	2	3	2	1	1	2	P G G F
CALIFORNIA SHORT-FORM TEST OF MENTAL MATURITY - LEVEL 2 Memory (CTB)	2	1	2	0	0	1	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	1	1	1	0	0	2	0	1	0	2	P G G P
CALIFORNIA SHORT-FORM TEST OF MENTAL MATURITY - LEVEL 2H Language (CTB)	2	1	1	0	0	0	0	1	2	0	1	1	1	1	1	1	1	0	2	2	1	1	2	1	1	1	1	1	1	1	0	3	0	1	1	2	P G G F
CALIFORNIA SHORT-FORM TEST OF MENTAL MATURITY - LEVEL 2H Memory (CTB)	2	1	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	0	2	2	1	1	2	1	1	1	1	1	1	0	0	2	0	1	0	2	P G G P
DETROIT TEST OF LEARNING APTITUDE Auditory Attention Span for Related Syllables (BMC)	0	1	2	0	0	0	0	0	2	0	0	1	1	0	1	1	1	1	2	0	0	1	0	1	1	1	1	0	0	0	0	0	0	0	0	2	P F P P
DURRELL ANALYSIS OF READING DIFFICULTY Listening Comprehension (HBJ)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADUATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent / Factorial	Experimental / Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-F-P
DURRELL ANALYSIS OF READING DIFFICULTY Silent Reading Memories (HBJ)	0	1	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DURRELL ANALYSIS OF READING DIFFICULTY Silent Reading Recall - Check List of Difficulties (HBJ)	0	0	1	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
LANGUAGE-STRUCTURED AUDITORY RETENTION SPAN TEST (LARS) (ATP)	1	1	1	0	0	0	0	0	1	0	1	0	0	1	1	1	1	1	2	0	1	1	0	1	1	0	0	0	1	1	0	0	0	0	0	1	P F P P
SHORT FORM TEST OF ACADEMIC APTITUDE – LEVEL 3 Memory (CTB)	2	2	2	0	0	2	0	1	2	2	1	1	1	1	1	1	1	0	2	2	1	1	2	1	0	0	0	1	1	1	0	2	0	1	0	0	F G F P
SLINGERLAND SCREENING TESTS FOR IDENTIFYING CHILDREN WITH SPECIFIC LANGUAGE DISABILITY – FORM D Individual Auditory Testing – Story Telling (EPS)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
SPECIFIC LANGUAGE DISABILITY TEST – GRADES SIX, SEVEN, AND EIGHT Comprehension (EPS)	0	1	2	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	2	2	1	1	0	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
STANDARD READING INVENTORY Listening Comprehension Test (BERS)	0	2	1	0	0	0	0	1	2	0	1	1	1	0	0	0	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
FOREIGN LANGUAGE																																					
II. FOREIGN LANGUAGE SKILLS																																					
IIA. *Reading Comprehension in a Foreign Language*																																					
ACHIEVEMENT TEST -- HEBREW LANGUAGE (AAJE)	0	2	2	0	0	0	0	1	1	0	1	1	1	1	0	1	1	1	2	2	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	2	P F P P
ACHIEVEMENT TEST IN HEBREW (AAJE)	0	2	2	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	1	1	0	1	1	0	0	1	1	0	0	0	0	0	0	P G F P
FUNDAMENTALS OF HEBREW – 1: INTERMEDIATE (AAJE)	0	2	2	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	2	2	1	0	2	0	1	1	0	0	1	0	0	0	0	0	0	1	P G F P
FUNDAMENTALS OF HEBREW – 1: LOWER (AAJE)	0	2	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	0	2	0	1	1	0	0	1	0	0	0	0	0	0	2	P G F P
FUNDAMENTALS OF HEBREW – 1: UPPER (AAJE)	0	2	2	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	2	2	1	0	0	0	1	1	0	0	1	0	0	0	0	0	0	2	P G F P
TESTS OF PROFICIENCY IN ENGLISH – READING Reading One (NFER2)	1	1	2	0	0	0	0	1	1	0	1	1	1	1	1	0	1	1	2	2	1	1	2	1	1	1	0	0	1	1	0	0	0	0	0	0	P F F P
TESTS OF PROFICIENCY IN ENGLISH – READING Reading Two (NFER2)	1	1	2	0	0	0	0	1	1	0	1	1	1	1	1	0	1	1	2	2	1	1	2	1	1	1	0	0	1	1	0	0	0	0	0	0	P F F P
TESTS OF PROFICIENCY IN ENGLISH – READING Reading Three Part 1 (NFER2)	1	1	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	0	1	1	0	0	0	0	0	0	P G F P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
TESTS OF PROFICIENCY IN ENGLISH - READING Reading Three Part 2 (NFER2)	1	2	2	0	0	0	0	1	1	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	0	1	1	0	0	0	0	0	0	P G F P
TESTS ZU LEARNING ENGLISH, A 1 (FOR GERMAN SPEAKING) Lektion 01-02 Comprehension (EKV)	2	1	2	0	0	0	0	1	1	0	1	0	0	1	1	1	1	1	2	2	0	1	2	1	0	0	0	0	0	0	0	1	0	0	0	0	P F P P
TESTS ZU LEARNING ENGLISH, A 1 (FOR GERMAN SPEAKING) Lektion 01-02 Vocabulary (EKV)	2	1	2	0	0	0	0	1	1	0	1	0	0	0	1	1	1	1	2	2	0	1	2	1	0	0	0	0	0	0	0	1	0	0	0	0	P F P P
TESTS ZU LEARNING ENGLISH, A 1 (FOR GERMAN SPEAKING) Lektion 03-04 Comprehension (EKV)	2	1	2	0	0	0	0	1	1	0	1	0	0	1	1	1	1	1	2	2	0	1	2	1	0	0	0	0	0	0	0	1	0	0	0	0	P F P P
TESTS ZU LEARNING ENGLISH, A 1 (FOR GERMAN SPEAKING) Lektion 03-04 Vocabulary (EKV)	2	1	2	0	0	0	0	1	1	0	1	0	0	0	1	1	1	1	2	2	0	1	2	1	0	0	0	0	0	0	0	1	0	0	0	0	P F P P
TESTS ZU LEARNING ENGLISH, A 1 (FOR GERMAN SPEAKING) Lektion 05-06 Comprehension (EKV)	2	1	2	0	0	0	0	1	1	0	1	0	0	0	1	1	1	1	2	2	0	1	2	1	0	0	0	0	0	0	0	1	0	0	0	0	P F P P
TESTS ZU LEARNING ENGLISH, A 1 (FOR GERMAN SPEAKING) Lektion 05-06 Vocabulary (EKV)	2	1	2	0	0	0	0	1	1	0	1	0	0	0	1	1	1	1	2	2	0	1	2	1	0	0	0	0	0	0	0	2	0	0	0	0	P F P P
TESTS ZU LEARNING ENGLISH, A 1 (FOR GERMAN SPEAKING) Lektion 07-08 Comprehension (EKV)	2	1	2	0	0	0	0	1	1	0	1	0	0	0	1	1	1	1	2	2	0	1	2	1	0	0	0	0	0	0	0	2	0	0	0	0	P F P P
TESTS ZU LEARNING ENGLISH, A 1 (FOR GERMAN SPEAKING) Lektion 07-08 Vocabulary (EKV)	2	1	2	0	0	0	0	1	1	0	1	0	0	0	1	1	1	1	2	2	0	1	2	1	0	0	0	0	0	0	0	2	0	0	0	0	P F P P
TESTS ZU LEARNING ENGLISH, A 1 (FOR GERMAN SPEAKING) Lektion 09-10 Comprehension (EKV)	2	1	2	0	0	0	0	1	1	0	1	0	0	0	1	1	1	1	2	2	0	1	2	1	0	0	0	0	0	0	0	2	0	0	0	0	P F P P
TESTS ZU LEARNING ENGLISH, A 1 (FOR GERMAN SPEAKING) Lektion 09-10 Vocabulary (EKV)	2	1	2	0	0	0	0	1	1	0	1	0	0	0	1	1	1	1	2	2	0	1	2	1	0	0	0	0	0	0	0	1	0	0	0	0	P F P P
TESTS ZU LEARNING ENGLISH, A 1 (FOR GERMAN SPEAKING) Lektion 11-12 Comprehension (EKV)	2	1	2	0	0	0	0	1	1	0	1	0	0	1	1	1	1	1	2	2	0	1	2	1	0	0	0	0	0	0	0	1	0	0	0	0	P F P P
TESTS ZU LEARNING ENGLISH, A 1 (FOR GERMAN SPEAKING) Lektion 11-12 Vocabulary (EKV)	2	1	2	0	0	0	0	1	1	0	1	0	0	0	1	1	1	1	2	2	0	1	2	1	0	0	0	0	0	0	0	1	0	0	0	0	P F P P
TESTS ZU LEARNING ENGLISH, A 1 (FOR GERMAN SPEAKING) Lektion 13-14 Comprehension (EKV)	2	1	2	0	0	0	0	1	1	0	1	0	0	1	1	1	1	1	2	2	0	1	2	1	0	0	0	0	0	0	0	1	0	0	0	0	P F P P
TESTS ZU LEARNING ENGLISH, A 1 (FOR GERMAN SPEAKING) Lektion 13-14 Vocabulary (EKV)	2	1	2	0	0	0	0	1	1	0	1	0	0	0	1	1	1	1	2	2	0	1	2	1	0	0	0	0	0	0	0	1	0	0	0	0	P F P P
TESTS ZU LEARNING ENGLISH, A 1 (FOR GERMAN SPEAKING) Lektion 15-16 Comprehension (EKV)	2	1	2	0	0	0	0	1	1	0	1	0	0	1	1	1	1	1	2	2	0	1	2	1	0	0	0	0	0	0	0	1	0	0	0	0	P F P P
TESTS ZU LEARNING ENGLISH, A 1 (FOR GERMAN SPEAKING) Lektion 15-16 Vocabulary (EKV)	2	1	2	0	0	0	0	1	0	0	1	0	0	0	1	1	1	1	2	2	0	1	2	1	0	0	0	0	0	0	0	1	0	0	0	0	P F P P
TESTS ZU LEARNING ENGLISH, A 1 (FOR GERMAN SPEAKING) Lektion 17-18 Comprehension (EKV)	2	1	2	0	0	0	0	1	1	0	1	0	0	1	1	1	1	1	2	2	0	1	2	1	0	0	0	0	0	0	0	1	0	0	0	0	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
TESTS ZU LEARNING ENGLISH, A 1 (FOR GERMAN SPEAKING) Lektion 17-18 Vocabulary (EKV)	2	1	2	0	0	0	0	1	1	0	1	0	0	0	1	1	1	1	2	2	0	1	2	1	0	0	0	0	0	0	0	1	0	0	0	0	P F P P
TESTS ZU LEARNING ENGLISH, A 1 (FOR GERMAN SPEAKING) Lektion 19-20 Comprehension (EKV)	2	1	2	0	0	0	0	1	1	0	1	0	0	1	1	1	1	1	2	2	0	1	2	1	0	0	0	0	0	0	0	2	0	0	0	0	P F P P
TESTS ZU LEARNING ENGLISH, A 1 (FOR GERMAN SPEAKING) Lektion 19-20 Vocabulary (EKV)	2	1	2	0	0	0	0	1	1	0	1	0	0	0	1	1	1	1	2	2	0	1	2	1	0	0	0	0	0	0	0	1	0	0	0	0	P F P P
TESTS ZU LEARNING ENGLISH, A 1 (FOR GERMAN SPEAKING) Steps 1-3 Comprehension (EKV)	2	1	2	0	0	0	0	1	1	0	1	0	0	0	1	1	1	1	2	2	0	1	2	1	0	0	0	0	0	0	0	2	0	0	0	0	P F P P
TESTS ZU LEARNING ENGLISH, A 1 (FOR GERMAN SPEAKING) Steps 1-6 Comprehension (EKV)	2	1	2	0	0	0	0	1	1	0	1	0	0	1	1	1	1	1	2	2	0	1	2	1	0	0	0	0	0	0	0	1	0	0	0	0	P F P P
IIB. Knowledge of Elements of a Foreign Language																																					
TESTS ZU LEARNING ENGLISH, A 1 (FOR GERMAN SPEAKING) Lektion 01-02 Gesamt (EKV)	2	1	1	0	0	0	0	1	1	0	1	0	0	0	1	1	1	1	2	2	0	1	2	1	0	0	0	0	0	0	0	2	0	0	0	0	P F P P
TESTS ZU LEARNING ENGLISH, A 1 (FOR GERMAN SPEAKING) Lektion 01-02 Spelling (EKV)	2	0	2	0	0	0	0	1	1	0	1	0	0	1	1	1	1	1	2	2	0	1	2	1	0	0	0	0	0	0	0	1	0	0	0	0	P F P P
TESTS ZU LEARNING ENGLISH, A 1 (FOR GERMAN SPEAKING) Lektion 01-02 Structure (EKV)	2	0	2	0	0	0	0	1	1	0	1	0	0	1	1	1	1	1	2	2	0	1	2	1	0	0	0	0	0	0	0	1	0	0	0	0	P F P P
TESTS ZU LEARNING ENGLISH, A 1 (FOR GERMAN SPEAKING) Lektion 03-04 Gesamt (EKV)	2	1	1	0	0	0	0	1	1	0	1	0	0	0	1	1	1	1	2	2	0	1	2	1	0	0	0	0	0	0	0	2	0	0	0	0	P F P P
TESTS ZU LEARNING ENGLISH, A 1 (FOR GERMAN SPEAKING) Lektion 03-04 Spelling (EKV)	2	0	2	0	0	0	0	1	1	0	1	0	0	1	1	1	1	1	2	2	0	1	2	1	0	0	0	0	0	0	0	1	0	0	0	0	P F P P
TESTS ZU LEARNING ENGLISH, A 1 (FOR GERMAN SPEAKING) Lektion 03-04 Structure (EKV)	2	1	2	0	0	0	0	1	1	0	1	0	0	0	1	1	1	1	2	2	0	1	2	1	0	0	0	0	0	0	0	1	0	0	0	0	P F P P
TESTS ZU LEARNING ENGLISH, A 1 (FOR GERMAN SPEAKING) Lektion 05-06 Gesamt (EKV)	2	1	2	0	0	0	0	1	1	0	1	0	0	0	1	1	1	1	2	2	0	1	2	1	0	0	0	0	0	0	0	2	0	0	0	0	P F P P
TESTS ZU LEARNING ENGLISH, A 1 (FOR GERMAN SPEAKING) Lektion 05-06 Spelling (EKV)	2	0	2	0	0	0	0	1	1	0	1	0	0	1	1	1	1	1	2	2	0	1	2	1	0	0	0	0	0	0	0	1	0	0	0	0	P F P P
TESTS ZU LEARNING ENGLISH, A 1 (FOR GERMAN SPEAKING) Lektion 05-06 Structure (EKV)	2	1	2	0	0	0	0	1	1	0	1	0	0	0	1	1	1	1	2	2	0	1	2	1	0	0	0	0	0	0	0	1	0	0	0	0	P F P P
TESTS ZU LEARNING ENGLISH, A 1 (FOR GERMAN SPEAKING) Lektion 07-08 Gesamt (EKV)	2	1	2	0	0	0	0	1	1	0	1	0	0	0	1	1	1	1	2	2	0	1	2	1	0	0	0	0	0	0	0	2	0	0	0	0	P F P P
TESTS ZU LEARNING ENGLISH, A 1 (FOR GERMAN SPEAKING) Lektion 07-08 Spelling (EKV)	2	0	2	0	0	0	0	1	1	0	1	0	0	1	1	1	1	1	2	2	0	1	2	1	0	0	0	0	0	0	0	1	0	0	0	0	P F P P
TESTS ZU LEARNING ENGLISH, A 1 (FOR GERMAN SPEAKING) Lektion 07-08 Structure (EKV)	2	1	2	0	0	0	0	1	1	0	1	0	0	0	1	1	1	1	2	2	0	1	2	1	0	0	0	0	0	0	0	1	0	0	0	0	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
TESTS ZU LEARNING ENGLISH, A 1 (FOR GERMAN SPEAKING) Lektion 09-10 Gesamt (EKV)	2	1	2	0	0	0	0	1	1	0	1	0	0	1	1	1	1	1	2	2	0	1	2	1	0	0	0	0	0	0	0	2	0	0	0	0	P F P P
TESTS ZU LEARNING ENGLISH, A 1 (FOR GERMAN SPEAKING) Lektion 09-10 Spelling (EKV)	2	0	2	0	0	0	0	1	1	0	1	0	0	1	1	1	1	1	2	2	0	1	2	1	0	0	0	0	0	0	0	1	0	0	0	0	P F P P
TESTS ZU LEARNING ENGLISH, A 1 (FOR GERMAN SPEAKING) Lektion 09-10 Structure (EKV)	2	1	2	0	0	0	0	1	1	0	1	0	0	1	1	1	1	1	2	2	0	1	2	1	0	0	0	0	0	0	0	1	0	0	0	0	P F P P
TESTS ZU LEARNING ENGLISH, A 1 (FOR GERMAN SPEAKING) Lektion 11-12 Gesamt (EKV)	2	1	1	0	0	0	0	1	1	0	1	0	0	0	1	1	1	1	2	2	0	1	2	1	0	0	0	0	0	0	0	2	0	0	0	0	P F P P
TESTS ZU LEARNING ENGLISH, A 1 (FOR GERMAN SPEAKING) Lektion 11-12 Spelling (EKV)	2	0	2	0	0	0	0	1	[illegible]	0	1	0	0	1	1	1	1	1	2	2	0	1	2	1	0	0	0	0	0	0	0	1	0	0	0	0	P F P P
TESTS ZU LEARNING ENGLISH, A 1 (FOR GERMAN SPEAKING) Lektion 11-12 Structure (EKV)	2	1	2	0	0	0	0	1	1	0	1	0	0	0	1	1	1	1	2	2	0	1	2	1	0	0	0	0	0	0	0	1	0	0	0	0	P F P P
TESTS ZU LEARNING ENGLISH, A 1 (FOR GERMAN SPEAKING) Lektion 13-14 Gesamt (EKV)	2	1	1	0	0	0	0	1	1	0	1	0	0	0	1	1	1	1	2	2	0	1	2	1	0	0	0	0	0	0	0	2	0	0	0	0	P F P P
TESTS ZU LEARNING ENGLISH, A 1 (FOR GERMAN SPEAKING) Lektion 13-14 Spelling (EKV)	2	0	2	0	0	0	0	1	1	0	1	0	0	1	1	1	1	1	2	2	0	1	2	1	0	0	0	0	0	0	0	1	0	0	0	0	P F P P
TESTS ZU LEARNING ENGLISH, A 1 (FOR GERMAN SPEAKING) Lektion 13-14 Structure (EKV)	2	1	2	0	0	0	0	1	1	0	1	0	0	0	1	1	1	1	2	2	0	1	2	1	0	0	0	0	0	0	0	1	0	0	0	0	P F P P
TESTS ZU LEARNING ENGLISH, A 1 (FOR GERMAN SPEAKING) Lektion 15-16 Gesamt (EKV)	2	1	1	0	0	0	0	1	1	0	1	0	0	0	1	1	1	1	2	2	0	1	2	1	0	0	0	0	0	0	0	2	0	0	0	0	P F P P
TESTS ZU LEARNING ENGLISH, A 1 (FOR GERMAN SPEAKING) Lektion 15-16 Spelling (EKV)	2	0	2	0	0	0	0	1	1	0	1	0	0	1	1	1	1	1	2	2	0	1	2	1	0	0	0	0	0	0	0	1	0	0	0	0	P F P P
TESTS ZU LEARNING ENGLISH, A 1 (FOR GERMAN SPEAKING) Lektion 15-16 Structure (EKV)	2	1	2	0	0	0	0	1	1	0	1	0	0	0	1	1	1	1	2	2	0	1	2	1	0	0	0	0	0	0	0	1	0	0	0	0	P F P P
TESTS ZU LEARNING ENGLISH, A 1 (FOR GERMAN SPEAKING) Lektion 17-18 Gesamt (EKV)	2	1	1	0	0	0	0	1	1	0	1	0	0	0	1	1	1	1	2	2	0	1	2	1	0	0	0	0	0	0	0	2	0	0	0	0	P F P P
TESTS ZU LEARNING ENGLISH, A 1 (FOR GERMAN SPEAKING) Lektion 17-18 Spelling (EKV)	2	0	2	0	0	0	0	1	1	0	1	0	0	1	1	1	1	1	2	2	0	1	2	1	0	0	0	0	0	0	0	1	0	0	0	0	P F P P
TESTS ZU LEARNING ENGLISH, A 1 (FOR GERMAN SPEAKING) Lektion 17-18 Structure (EKV)	2	1	2	0	0	0	0	1	0	0	1	0	0	0	1	1	1	1	2	2	0	1	2	1	0	0	0	0	0	0	0	1	0	0	0	0	P F P P
TESTS ZU LEARNING ENGLISH, A 1 (FOR GERMAN SPEAKING) Lektion 19-20 Gesamt (EKV)	2	1	1	0	0	0	0	1	1	0	1	0	0	0	1	1	1	1	2	2	0	1	2	1	0	0	0	0	0	0	0	2	0	0	0	0	P F P P
TESTS ZU LEARNING ENGLISH, A 1 (FOR GERMAN SPEAKING) Lektion 19-20 Spelling (EKV)	2	0	2	0	0	0	0	1	1	0	1	0	0	1	1	1	1	1	2	2	0	1	2	1	0	0	0	0	0	0	0	1	0	0	0	0	P F P P
TESTS ZU LEARNING ENGLISH, A 1 (FOR GERMAN SPEAKING) Lektion 19-20 Structure (EKV)	2	1	2	0	0	0	0	1	1	0	1	0	0	0	1	1	1	1	2	2	0	1	2	1	0	0	0	0	0	0	0	1	0	0	0	0	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpretation		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-3	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-1	0-3	0-2	G F P
TESTS ZU LEARNING ENGLISH, A 1 (FOR GERMAN SPEAKING) Steps 1-3 Gesamt (EKV)	2	1	1	0	0	0	0	1	1	0	1	0	0	1	1	1	1	1	2	2	0	1	2	1	0	0	0	0	0	0	0	2	0	0	0	0	P F P P
TESTS ZU LEARNING ENGLISH, A 1 (FOR GERMAN SPEAKING) Steps 1-3 Spelling (EKV)	2	0	2	0	0	0	0	1	1	0	1	0	0	1	1	1	1	1	2	2	0	1	2	1	0	0	0	0	0	0	0	1	0	0	0	0	P F P P
TESTS ZU LEARNING ENGLISH, A 1 (FOR GERMAN SPEAKING) Steps 1-3 Structure (EKV)	2	1	2	0	0	0	0	1	1	0	1	0	0	1	1	1	1	1	2	2	0	1	2	1	0	0	0	0	0	0	0	1	0	0	0	0	P F P P
TESTS ZU LEARNING ENGLISH, A 1 (FOR GERMAN SPEAKING) Steps 1-6 Gesamt (EKV)	2	1	1	0	0	0	0	1	1	0	1	0	0	1	1	1	1	1	2	2	0	1	2	1	0	0	0	0	0	0	0	2	0	0	0	0	P F P P
TESTS ZU LEARNING ENGLISH, A 1 (FOR GERMAN SPEAKING) Steps 1-6 Spelling (EKV)	2	0	2	0	0	0	0	1	1	0	1	0	0	1	1	1	1	1	2	2	0	1	2	1	0	0	0	0	0	0	0	1	0	0	0	0	P F P P
TESTS ZU LEARNING ENGLISH, A 1 (FOR GERMAN SPEAKING) Steps 1-6 Structure (EKV)	2	0	2	0	0	0	0	1	1	0	1	0	0	1	1	1	1	1	2	2	0	1	2	1	0	0	0	0	0	0	0	1	0	0	0	0	P F P P
IIC. Conversation in a Foreign Language																																					
AUSTIN SPANISH ARTICULATION TEST Articulation in Spontaneous Speech (LCI)	1	0	2	0	0	0	0	0	1	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
AUSTIN SPANISH ARTICULATION TEST Misarticulated Phonemes Produced Correctly for Stimulation (LCI)	1	0	2	0	0	0	0	0	1	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
AUSTIN SPANISH ARTICULATION TEST Phonemes Misarticulated in All Positions (LCI)	1	0	2	0	0	0	0	0	1	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
AUSTIN SPANISH ARTICULATION TEST Phonemes Misarticulated Not in All Positions (LCI)	1	0	2	0	0	0	0	0	1	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
DOS AMIGOS VERBAL LANGUAGE SCALES Spanish (ATP)	2	1	1	0	0	0	0	0	1	0	1	1	0	0	1	1	1	1	2	0	0	1	0	1	1	0	1	0	1	2	0	0	0	0	1	2	P F P P
SPANISH PHONEMIC UNIT PRODUCTION TEST (REVISED) (RVS)	0	1	2	0	0	0	0	0	2	0	1	0	0	1	0	0	1	1	2	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TESTS OF PROFICIENCY IN ENGLISH - LISTENING Listening One (NFER2)	2	1	2	0	0	0	0	0	1	0	1	1	1	1	0	0	1	1	2	2	1	1	2	1	1	1	0	0	1	1	0	0	0	0	0	0	P F F P
TESTS OF PROFICIENCY IN ENGLISH - LISTENING Listening Two (NFER2)	2	1	2	0	0	0	0	1	0	0	1	1	1	1	1	0	1	1	2	2	1	1	2	1	1	1	0	0	1	1	0	0	0	1	0	0	P F F P
TESTS OF PROFICIENCY IN ENGLISH - LISTENING Listening Three Part 1 (NFER2)	1	1	2	0	0	0	0	1	0	0	1	1	1	1	1	1	1	1	1	2	1	1	2	1	1	1	0	0	1	1	0	0	0	1	0	0	P F F P
TESTS OF PROFICIENCY IN ENGLISH - LISTENING Listening Three Part 2 (NFER2)	1	1	2	0	0	0	0	1	0	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	0	1	1	0	0	0	1	0	0	P F F P
TESTS OF PROFICIENCY IN ENGLISH - SPEAKING Speaking One (NFER2)	1	1	2	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	1	1	0	1	1	1	0	0	1	1	0	0	0	0	0	0	P F P P

ELEMENTARY GOAL

TEST NAME

MEASUREMENT VALIDITY

ELEMENTARY GOAL / TEST NAME	CONTENT: Item Selection	CONTENT: % Goal Assessed	CONTENT: % Items Belonging	CONSTRUCT: Divergent/Factorial	CONSTRUCT: Experimental/Evaluational	CONCURRENT	PREDICTIVE
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2
TESTS OF PROFICIENCY IN ENGLISH - SPEAKING Speaking Two Part 1 (NFER2)	1	1	2	0	0	0	0
TESTS OF PROFICIENCY IN ENGLISH - SPEAKING Speaking Two Part 2 (NFER2)	1	1	2	0	0	0	0
TESTS OF PROFICIENCY IN ENGLISH - SPEAKING Speaking Two Part 3 (NFER2)	1	1	2	0	0	0	0
TESTS OF PROFICIENCY IN ENGLISH - SPEAKING Speaking Three Part 1 (NFER2)	1	1	2	0	0	0	0
TESTS OF PROFICIENCY IN ENGLISH - SPEAKING Speaking Three Part 2 (NFER2)	1	1	2	0	0	0	0
TESTS ZU LEARNING ENGLISH, A 1 (FOR GERMAN SPEAKING) Steps 1-3 Pronunciation 1 (EKV)	2	0	2	0	0	0	0
TESTS ZU LEARNING ENGLISH, A 1 (FOR GERMAN SPEAKING) Steps 1-3 Pronunciation 2 (EKV)	2	0	2	0	0	0	0
TESTS ZU LEARNING ENGLISH, A 1 (FOR GERMAN SPEAKING) Steps 1-6 Pronunciation 1 (EKV)	2	0	2	0	0	0	0
TESTS ZU LEARNING ENGLISH, A 1 (FOR GERMAN SPEAKING) Steps 1-6 Pronunciation 2 (EKV)	2	0	2	0	0	0	0
IID. Writing in a Foreign Language							
TESTS OF PROFICIENCY IN ENGLISH - WRITING Writing One (NFER2)	1	0	2	0	0	0	0
TESTS OF PROFICIENCY IN ENGLISH - WRITING Writing Two Part 1 (NFER2)	1	1	2	0	0	0	0
TESTS OF PROFICIENCY IN ENGLISH - WRITING Writing Two Part 2 (NFER2)	1	2	2	0	0	0	0
TESTS OF PROFICIENCY IN ENGLISH - WRITING Writing Three Part 1 (NFER2)	1	2	2	0	0	0	0
TESTS OF PROFICIENCY IN ENGLISH - WRITING Writing Three Part 2 (NFER2)	1	2	2	0	0	0	0
II. VALUING A FOREIGN LANGUAGE AND CULTURE							
IIA. Cultural Insight and Values							
CROSS CULTURAL ATTITUDE INVENTORY Anglo Items (URG)	2	0	2	0	0	0	0

EXAMINEE APPROPRIATENESS

ELEMENTARY GOAL / TEST NAME	EXAMINEE JUSTIFICATION	COMPREHENSION: Item Appropriateness	COMPREHENSION: Item Difficulties	COMPREHENSION: Item Relevance	INSTRUCTIONS: Concepts, Vocabulary	INSTRUCTIONS: Task Aspects	INSTRUCTIONS: Sample Items	FORMAT: Page Layout	FORMAT: Illustration & Print	FORMAT: Item Coherence	POWER/SPEED TEST	RECORDING ANSWERS
Rating Range:	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2
TESTS OF PROFICIENCY IN ENGLISH - SPEAKING Speaking Two Part 1 (NFER2)	0	1	0	1	1	1	1	1	0	1	1	2
TESTS OF PROFICIENCY IN ENGLISH - SPEAKING Speaking Two Part 2 (NFER2)	0	1	0	1	1	0	1	1	0	1	1	2
TESTS OF PROFICIENCY IN ENGLISH - SPEAKING Speaking Two Part 3 (NFER2)	0	0	1	1	1	0	1	1	1	1	1	2
TESTS OF PROFICIENCY IN ENGLISH - SPEAKING Speaking Three Part 1 (NFER2)	0	0	0	1	1	1	1	1	1	1	1	2
TESTS OF PROFICIENCY IN ENGLISH - SPEAKING Speaking Three Part 2 (NFER2)	0	2	0	1	1	1	1	1	0	1	1	2
TESTS ZU LEARNING ENGLISH, A 1 (FOR GERMAN SPEAKING) Steps 1-3 Pronunciation 1 (EKV)	1	1	0	1	0	0	1	1	1	1	1	2
TESTS ZU LEARNING ENGLISH, A 1 (FOR GERMAN SPEAKING) Steps 1-3 Pronunciation 2 (EKV)	1	1	0	1	0	0	1	1	1	1	1	2
TESTS ZU LEARNING ENGLISH, A 1 (FOR GERMAN SPEAKING) Steps 1-6 Pronunciation 1 (EKV)	1	1	0	1	0	0	1	1	1	1	1	2
TESTS ZU LEARNING ENGLISH, A 1 (FOR GERMAN SPEAKING) Steps 1-6 Pronunciation 2 (EKV)	1	1	0	1	0	0	1	1	1	1	1	2
IID. Writing in a Foreign Language												
TESTS OF PROFICIENCY IN ENGLISH - WRITING Writing One (NFER2)	0	1	0	1	1	1	1	1	0	1	1	2
TESTS OF PROFICIENCY IN ENGLISH - WRITING Writing Two Part 1 (NFER2)	0	1	0	1	1	0	1	1	0	1	1	2
TESTS OF PROFICIENCY IN ENGLISH - WRITING Writing Two Part 2 (NFER2)	1	0	0	1	1	0	1	1	1	1	1	2
TESTS OF PROFICIENCY IN ENGLISH - WRITING Writing Three Part 1 (NFER2)	1	0	0	1	1	0	1	1	1	1	1	2
TESTS OF PROFICIENCY IN ENGLISH - WRITING Writing Three Part 2 (NFER2)	1	0	0	1	1	0	0	1	1	1	1	2
II. VALUING A FOREIGN LANGUAGE AND CULTURE												
IIA. Cultural Insight and Values												
CROSS CULTURAL ATTITUDE INVENTORY Anglo Items (URG)	1	2	0	1	1	1	1	0	0	1	1	2

ADMINISTRATIVE USABILITY

ELEMENTARY GOAL / TEST NAME	ADMINISTRATION: Testing Group Size	ADMINISTRATION: Administrator	ADMINISTRATION: Time	EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION: Score Interpretation	INTERPRETATION: Score Conversion	INTERPRETATION: Norm Range	INTERPRETATION: Norm Group	INTERPRETATION: Score Interpreter	CAN DECISIONS BE MADE?
Rating Range:	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3
TESTS OF PROFICIENCY IN ENGLISH - SPEAKING Speaking Two Part 1 (NFER2)	0	1	1	0	1	1	1	0	0	1	1
TESTS OF PROFICIENCY IN ENGLISH - SPEAKING Speaking Two Part 2 (NFER2)	0	1	1	0	1	1	1	0	0	1	1
TESTS OF PROFICIENCY IN ENGLISH - SPEAKING Speaking Two Part 3 (NFER2)	0	1	1	0	1	1	1	0	0	1	1
TESTS OF PROFICIENCY IN ENGLISH - SPEAKING Speaking Three Part 1 (NFER2)	0	1	1	0	1	1	1	0	0	1	1
TESTS OF PROFICIENCY IN ENGLISH - SPEAKING Speaking Three Part 2 (NFER2)	0	1	1	0	1	1	1	0	0	1	1
TESTS ZU LEARNING ENGLISH, A 1 (FOR GERMAN SPEAKING) Steps 1-3 Pronunciation 1 (EKV)	2	0	1	2	1	0	0	0	0	0	0
TESTS ZU LEARNING ENGLISH, A 1 (FOR GERMAN SPEAKING) Steps 1-3 Pronunciation 2 (EKV)	2	0	1	2	1	0	0	0	0	0	0
TESTS ZU LEARNING ENGLISH, A 1 (FOR GERMAN SPEAKING) Steps 1-6 Pronunciation 1 (EKV)	2	0	1	2	1	0	0	0	0	0	0
TESTS ZU LEARNING ENGLISH, A 1 (FOR GERMAN SPEAKING) Steps 1-6 Pronunciation 2 (EKV)	2	0	1	2	1	0	0	0	0	0	0
IID. Writing in a Foreign Language											
TESTS OF PROFICIENCY IN ENGLISH - WRITING Writing One (NFER2)	2	1	1	0	1	1	1	0	0	1	1
TESTS OF PROFICIENCY IN ENGLISH - WRITING Writing Two Part 1 (NFER2)	2	1	1	0	1	1	1	0	0	1	1
TESTS OF PROFICIENCY IN ENGLISH - WRITING Writing Two Part 2 (NFER2)	2	1	1	0	1	1	1	0	0	1	1
TESTS OF PROFICIENCY IN ENGLISH - WRITING Writing Three Part 1 (NFER2)	2	1	1	0	1	1	1	0	0	1	1
TESTS OF PROFICIENCY IN ENGLISH - WRITING Writing Three Part 2 (NFER2)	2	1	1	0	1	1	1	0	0	1	1
II. VALUING A FOREIGN LANGUAGE AND CULTURE											
IIA. Cultural Insight and Values											
CROSS CULTURAL ATTITUDE INVENTORY Anglo Items (URG)	1	1	1	1	1	0	0	0	0	1	0

NORMED TECHNICAL EXCELLENCE

ELEMENTARY GOAL / TEST NAME	RELIABILITY: Test – Retest	RELIABILITY: Internal Consistency	RELIABILITY: Alternate Form	REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	TOTAL LETTER GRADES
Rating Range:	0-3	0-3	0-3	0-1	0-3	0-2	G.u.p.
TESTS OF PROFICIENCY IN ENGLISH - SPEAKING Speaking Two Part 1 (NFER2)	0	0	0	0	0	0	P F P P
TESTS OF PROFICIENCY IN ENGLISH - SPEAKING Speaking Two Part 2 (NFER2)	0	0	0	0	0	0	P F P P
TESTS OF PROFICIENCY IN ENGLISH - SPEAKING Speaking Two Part 3 (NFER2)	0	0	0	0	0	0	P F P P
TESTS OF PROFICIENCY IN ENGLISH - SPEAKING Speaking Three Part 1 (NFER2)	0	0	0	0	0	0	P F P P
TESTS OF PROFICIENCY IN ENGLISH - SPEAKING Speaking Three Part 2 (NFER2)	0	0	0	0	0	0	P F P P
TESTS ZU LEARNING ENGLISH, A 1 (FOR GERMAN SPEAKING) Steps 1-3 Pronunciation 1 (EKV)	0	2	0	0	0	0	P F P P
TESTS ZU LEARNING ENGLISH, A 1 (FOR GERMAN SPEAKING) Steps 1-3 Pronunciation 2 (EKV)	0	1	0	0	0	0	P F P P
TESTS ZU LEARNING ENGLISH, A 1 (FOR GERMAN SPEAKING) Steps 1-6 Pronunciation 1 (EKV)	0	1	0	0	0	0	P F P P
TESTS ZU LEARNING ENGLISH, A 1 (FOR GERMAN SPEAKING) Steps 1-6 Pronunciation 2 (EKV)	0	1	0	0	0	0	P F P P
IID. Writing in a Foreign Language							
TESTS OF PROFICIENCY IN ENGLISH - WRITING Writing One (NFER2)	0	0	0	0	0	0	P F P P
TESTS OF PROFICIENCY IN ENGLISH - WRITING Writing Two Part 1 (NFER2)	0	0	0	0	0	0	P F F P
TESTS OF PROFICIENCY IN ENGLISH - WRITING Writing Two Part 2 (NFER2)	0	0	0	0	0	0	P F F P
TESTS OF PROFICIENCY IN ENGLISH - WRITING Writing Three Part 1 (NFER2)	0	0	0	0	0	0	P F F P
TESTS OF PROFICIENCY IN ENGLISH - WRITING Writing Three Part 2 (NFER2)	0	0	0	0	0	0	P F F P
II. VALUING A FOREIGN LANGUAGE AND CULTURE							
IIA. Cultural Insight and Values							
CROSS CULTURAL ATTITUDE INVENTORY Anglo Items (URG)	0	0	0	0	0	0	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent / Factorial	Experimental/ Explanational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-F-P
CROSS CULTURAL ATTITUDE INVENTORY Mexican-American Items (URG)	2	0	2	0	0	0	0	1	2	0	1	1	1	1	0	0	1	1	2	1	1	1	1	1	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
PIMSLEUR LANGUAGE APTITUDE BATTERY Interest (HBJ)	2	0	2	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	1	2	1	0	0	0	0	1	0	0	0	0	1	0	0	P G F P
IIB. *Enjoyment and Application of a Foreign Language*																																					
EDUCATIONAL DEVELOPMENT SERIES - ADVANCED LEVEL My Favorite School Subjects Foreign Language (STS)	0	0	2	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	2	2	1	1	2	1	0	0	0	1	1	1	0	0	0	0	0	0	P F F P
EDUCATIONAL DEVELOPMENT SERIES - ELEMENTARY LEVEL My Favorite School Subjects Foreign Language (STS)	0	0	2	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	2	2	1	1	2	1	0	0	0	0	1	1	2	0	0	0	0	0	P F F P
LANGUAGE ARTS																																					
II. *WRITING SKILLS*																																					
AMERICAN SCHOOL ACHIEVEMENT TESTS - INTERMEDIATE BATTERY Total Average (BMC)	2	1	1	0	0	0	0	1	1	0	1	1	1	0	0	1	0	2	2	1	0	2	1	1	0	1	1	1	1	0	0	0	0	1	0	0	P F F P
CALIFORNIA ACHIEVEMENT TESTS - LEVEL 3 Total Battery (CTB)	3	1	1	0	0	2	0	1	2	1	1	1	1	0	1	1	0	1	1	2	1	0	2	0	1	1	0	1	1	2	0	3	3	1	3	2	P F F G
CALIFORNIA ACHIEVEMENT TESTS - LEVEL 4 Total Battery (CTB)	3	1	1	0	0	2	0	1	2	1	1	1	1	1	1	1	0	1	1	2	1	0	2	0	1	1	0	1	1	2	0	3	0	1	3	2	P G F F
CANADIAN TESTS OF BASIC SKILLS, LEVELS EDITION - LEVEL 11 Composite (TNS)	3	1	1	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	0	2	1	1	1	1	0	1	1	3	3	0	1	3	2	P G F G
CANADIAN TESTS OF BASIC SKILLS, LEVELS EDITION - LEVEL 11 Language Skills Total (TNS)	3	1	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	0	2	1	1	1	1	0	1	1	2	3	0	1	3	2	P G F F
CANADIAN TESTS OF BASIC SKILLS, LEVELS EDITION - LEVEL 12 Composite (TNS)	3	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	0	2	1	1	1	1	0	1	1	3	3	0	1	3	2	P G F G
CANADIAN TESTS OF BASIC SKILLS, LEVELS EDITION - LEVEL 12 Language Skills Total (TNS)	3	1	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	0	2	1	1	1	1	0	1	1	2	3	0	1	3	2	P G F F
COMPREHENSIVE TESTS OF BASIC SKILLS - LEVEL 2 Language Total (CTB)	3	1	2	0	0	2	0	1	2	1	1	1	1	1	1	1	1	1	1	2	1	1	2	1	1	1	0	1	1	2	2	3	2	1	2	2	F G G G
COMPREHENSIVE TESTS OF BASIC SKILLS - LEVEL 3 Language Expression (CTB)	3	0	1	0	0	0	0	1	2	2	1	1	1	1	1	1	1	1	1	2	1	1	2	1	1	1	0	1	1	2	1	2	1	1	3	2	P G G F
COMPREHENSIVE TESTS OF BASIC SKILLS - LEVEL 3 Language Total (CTB)	3	1	2	0	0	0	0	1	2	2	1	1	1	1	1	1	1	1	1	2	1	1	2	1	1	1	0	1	1	2	2	3	2	1	3	2	P G G G
DELAWARE COUNTY SILENT READING TEST OF LANGUAGE SKILLS #15 Written Language Rating (NAS)	0	0	2	0	0	0	0	0	2	0	1	1	0	1	1	1	1	1	2	2	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent / Factorial	Experimental / Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P.
DELAWARE COUNTY SILENT READING TEST OF LANGUAGE SKILLS #16 Written Language Rating (NAS)	0	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	2	1	1	0	0	0	1	0	0	1	1	0	0	0	0	0	0	P F P P
PRESCRIPTIVE TEACHING SERIES Reading and Language Skills (PEI)	1	1	1	0	0	0	0	0	1	0	0	1	0	0	1	1	0	1	1	0	1	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	P P P P
PUBLIC SCHOOL ACHIEVEMENT TESTS Total (BMC)	1	1	1	0	0	0	0	1	1	0	1	1	0	0	0	0	1	1	1	2	1	0	0	0	1	0	1	0	1	1	0	0	0	0	0	1	P P P P
STANFORD ACHIEVEMENT TEST - INTERMEDIATE LEVEL I Basic Battery (HBJ)	3	1	0	0	0	0	0	1	2	2	1	1	0	1	0	1	1	0	2	2	1	0	2	1	1	1	0	1	1	2	0	0	0	1	3	2	P G G P
STANFORD ACHIEVEMENT TEST - INTERMEDIATE LEVEL I Complete Battery (HBJ)	3	1	0	0	0	0	0	1	2	2	1	1	0	1	0	1	1	0	1	2	1	0	2	1	1	1	0	1	1	2	0	0	0	1	3	2	P F G P
STANFORD ACHIEVEMENT TEST - INTERMEDIATE LEVEL II Basic Battery (HBJ)	3	1	0	0	0	0	0	1	2	2	1	1	1	1	1	1	1	0	2	2	1	0	2	1	1	1	0	1	1	2	0	0	0	1	3	2	P G G P
STANFORD ACHIEVEMENT TEST - INTERMEDIATE LEVEL II Complete Battery (HBJ)	3	1	0	0	0	0	0	1	2	2	1	1	1	1	1	1	1	0	2	2	1	0	2	1	1	1	0	1	1	2	0	0	0	1	3	2	P G G P
10B. Spelling																																					
AMERICAN SCHOOL ACHIEVEMENT TESTS - INTERMEDIATE BATTERY Spelling (BMC)	3	1	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	0	2	2	1	1	2	1	1	1	1	1	1	1	0	0	0	1	0	2	P G G P
CALIFORNIA ACHIEVEMENT TESTS - LEVEL 3 Language Spelling (CTB)	3	2	2	0	0	2	0	1	2	1	1	1	1	1	1	1	1	1	1	2	1	1	2	0	1	1	0	1	1	2	0	2	2	1	2	2	F G G F
CALIFORNIA ACHIEVEMENT TESTS - LEVEL 4 Language Spelling (CTB)	3	2	2	0	0	2	0	1	2	2	1	1	1	1	1	1	1	1	1	2	1	1	2	0	1	1	0	1	1	2	0	2	0	1	3	2	F G G F
CANADIAN TESTS OF BASIC SKILLS, LEVELS EDITION - LEVEL 11 Language Skills Spelling (TNS)	3	2	2	0	0	0	0	1	2	2	1	1	1	0	1	1	1	1	2	2	1	1	2	1	1	1	1	0	1	1	2	2	0	1	2	2	P G G F
CANADIAN TESTS OF BASIC SKILLS, LEVELS EDITION - LEVEL 12 Language Skills Spelling (TNS)	3	2	2	0	0	0	0	1	2	2	1	1	1	0	1	1	1	1	2	2	1	1	2	1	1	1	1	0	1	1	2	2	0	1	3	2	P G G F
COMPREHENSIVE TESTS OF BASIC SKILLS - LEVEL 2 Language Spelling (CTB)	3	2	2	0	0	2	0	1	2	1	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	1	1	2	2	2	2	1	1	2	F G G F
COMPREHENSIVE TESTS OF BASIC SKILLS - LEVEL 3 Language Spelling (CTB)	3	2	2	0	0	0	0	1	2	1	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	1	1	2	2	2	2	1	2	2	P G G F
COMPREHENSIVE TESTS OF BASIC SKILLS, EXPANDED EDITION - LEVEL 2 Language Spelling (CTB)	3	2	2	0	0	1	0	1	2	1	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	1	1	0	0	2	2	1	1	2	F G F F
COMPREHENSIVE TESTS OF BASIC SKILLS, EXPANDED EDITION - LEVEL 2 Language Total Language (CTB)	3	2	1	0	0	2	0	1	2	1	1	1	1	1	1	1	1	1	2	2	1	0	2	1	1	1	0	1	1	0	0	3	2	1	3	2	F G F F
COMPREHENSIVE TESTS OF BASIC SKILLS, EXPANDED EDITION - LEVEL 3 Language Spelling (CTB)	3	2	2	0	0	1	0	1	2	2	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	1	1	0	0	2	2	1	3	2	F G F F

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-3	0-3	0-1	0-3	0-2	G F P
COMPREHENSIVE TESTS OF BASIC SKILLS, EXPANDED EDITION - LEVEL 3 Language Total Language (CTB)	3	2	1	0	0	2	0	1	2	1	1	1	1	1	0	1	1	1	2	2	1	0	2	1	1	1	0	1	1	0	0	3	2	1	3	2	F G F F
DIAGNOSTIC READING TEST Oral Spelling Ability (MPC)	0	1	2	0	0	0	0	0	2	0	1	0	0	0	0	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DURRELL ANALYSIS OF READING DIFFICULTY Check List of Difficulties in Spelling (HBJ)	0	0	1	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DURRELL ANALYSIS OF READING DIFFICULTY Phonic Spelling - Check List of Difficulties (HBJ)	0	0	1	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DURRELL ANALYSIS OF READING DIFFICULTY Phonic Spelling of Words (HBJ)	0	1	2	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	2	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DURRELL ANALYSIS OF READING DIFFICULTY Spelling Test - List 2 (HBJ)	0	1	2	0	0	0	0	0	2	0	1	1	0	0	0	1	1	1	2	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
EDUCATIONAL DEVELOPMENT SERIES - ADVANCED LEVEL English (STS)	1	2	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	0	2	2	1	1	2	1	1	1	0	1	1	1	0	2	0	1	3	2	P F G F
EDUCATIONAL DEVELOPMENT SERIES - ELEMENTARY LEVEL English (STS)	1	2	0	0	0	2	0	1	1	0	1	1	1	0	1	1	1	0	2	2	1	1	2	1	1	1	0	0	1	1	2	2	0	1	3	1	P F F F
ELIZUR TEST OF PSYCHO-ORGANICITY: CHILDREN AND ADULTS Drawings, Adult's Form (WPS)	1	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	0	1	0	1	0	0	0	0	0	2	0	0	0	1	0	0	P F P P
GATES-McKILLOP READING DIAGNOSTIC TESTS Supplementary Tests Spelling (TCP)	0	1	2	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	2	0	1	1	1	0	0	0	1	0	1	0	0	0	0	0	0	0	P F P P
GRAY-VOTAW-ROGERS GENERAL ACHIEVEMENT TEST - INTERMEDIATE Spelling (SV)	0	2	2	0	0	0	0	1	1	0	1	1	1	1	1	1	1	0	2	2	1	1	2	1	1	0	1	0	1	0	0	3	0	0	3	1	P F F P
GROUP DIAGNOSTIC READING APTITUDE AND ACHIEVEMENT TESTS Spelling Test (CHN)	0	2	2	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	2	2	1	1	1	0	1	1	0	0	1	1	0	0	0	0	0	2	P F F P
INTERNATIONAL PRIMARY FACTORS TEST BATTERY Clerical Ability (ITI)	1	0	1	0	0	0	0	1	1	0	1	1	1	1	0	0	0	0	2	2	1	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
INTERNATIONAL PRIMARY FACTORS TEST BATTERY English Achievement (ITI)	1	0	1	0	0	0	0	1	1	0	1	1	0	0	0	0	1	0	2	2	1	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P P P P
INTERNATIONAL PRIMARY FACTORS TEST BATTERY Mutilated Words (ITI)	1	0	1	2	0	0	0	1	1	0	1	1	1	1	0	1	0	0	2	2	1	1	2	0	0	0	0	0	1	1	0	0	0	0	2	2	P F F P
INTERNATIONAL PRIMARY FACTORS TEST BATTERY Spelling (ITI)	1	0	2	2	0	0	0	1	0	0	1	1	1	1	0	1	1	0	2	2	1	1	2	0	0	0	0	0	1	1	0	0	0	0	1	2	P F F P
IOWA TESTS OF BASIC SKILLS, FORMS 1-4, GRADE 5 Language Skills Spelling (HMC)	3	2	2	0	0	0	0	1	2	2	1	1	1	1	0	1	1	1	2	2	1	1	2	1	1	1	0	1	1	2	2	2	2	1	3	2	P G G G
IOWA TESTS OF BASIC SKILLS, FORMS 1-4. GRADE 6 Language Skills Spelling (HMC)	3	2	2	0	0	0	0	1	2	2	1	1	1	1	0	1	1	1	2	2	1	1	2	1	1	1	0	1	1	2	2	3	2	1	2	2	P G G G

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
IOWA TESTS OF BASIC SKILLS, FORMS 5 AND 6, LEVEL 11 Language Skills Spelling (HMC)	3	2	2	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	2	2	1	1	2	1	1	1	0	1	1	2	2	2	0	1	1	2	P G G F
IOWA TESTS OF BASIC SKILLS, FORMS 5 AND 6, LEVEL 12 Language Skills Spelling (HMC)	3	2	2	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	2	2	1	1	2	1	1	1	0	1	1	2	2	3	0	1	2	2	P G G F
KANSAS INTERMEDIATE SPELLING TEST (BEM)	2	2	2	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	2	2	1	1	2	1	1	0	0	1	1	1	0	2	0	1	3	1	P G F P
LINCOLN INTERMEDIATE SPELLING TEST (ERB)	2	2	2	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	2	2	1	1	1	0	1	1	0	0	1	1	0	0	0	0	2	0	P F F P
LINCOLN PRIMARY SPELLING TEST Consonants and Long Vowels (ERB)	2	1	2	0	0	0	0	1	2	0	1	1	1	0	1	0	1	1	2	2	1	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
LINCOLN PRIMARY SPELLING TEST Consonants and Short Vowels (ERB)	2	1	2	0	0	0	0	1	2	0	1	1	1	0	1	0	1	1	2	2	1	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
LINCOLN PRIMARY SPELLING TEST Endings (ERB)	2	1	2	0	0	0	0	1	2	0	1	1	1	0	1	0	1	1	2	2	1	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
LINCOLN PRIMARY SPELLING TEST Sight Words and Deviates from Categories I-V (ERB)	2	1	2	0	0	0	0	1	2	0	1	1	1	0	1	0	1	1	2	2	1	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
LINCOLN PRIMARY SPELLING TEST Total (ERB)	2	2	2	0	0	0	0	1	2	0	1	1	1	0	1	0	1	1	2	2	1	1	1	0	1	0	0	0	1	1	0	0	0	0	0	1	P F F P
LINCOLN PRIMARY SPELLING TEST Vowel and Consonant Teams; Silent Consonants (ERB)	2	1	2	0	0	0	0	1	2	0	1	1	1	0	1	0	1	1	2	2	1	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
LINCOLN PRIMARY SPELLING TEST Vowel Teams (Diphthongs and Digraphs) (ERB)	2	1	2	0	0	0	0	1	2	0	1	1	1	0	1	0	1	1	2	2	1	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
METROPOLITAN ACHIEVEMENT TESTS - INTERMEDIATE Spelling (HBJ)	3	2	2	0	0	1	0	1	2	0	1	1	1	1	1	1	1	0	2	2	1	1	2	1	1	0	0	1	1	2	0	3	0	1	3	2	F G G F
NATIONAL ACHIEVEMENT TESTS - SPELLING TEST FOR GRADES 5-8 (PA)	0	2	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P G P P
NEALE ANALYSIS OF READING ABILITY Supplementary Diagnostic Test 2 Auditory Discrimination through Simple Spelling (NFER)	0	2	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
PEABODY INDIVIDUAL ACHIEVEMENT TEST Spelling (AGS)	3	1	2	0	0	1	0	1	2	0	1	1	1	1	1	1	1	1	2	0	1	1	2	1	1	1	1	1	1	1	1	0	0	0	3	2	P G F P
PUBLIC SCHOOL ACHIEVEMENT TESTS Spelling (BMC)	1	2	2	0	0	0	0	1	2	0	1	1	0	0	0	1	1	1	1	2	1	1	1	0	1	0	1	0	1	1	0	0	0	0	0	1	P F F P
SCREENING TESTS TO BE USED BY THE CLASSROOM TEACHER Murroughs Phonovisual Test (ATP)	0	1	1	0	0	0	0	0	2	0	1	1	1	0	0	0	1	1	2	0	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS - SERIES II, 4A AND 4B Mechanics of Writing Spelling (ETS)	3	2	2	0	0	1	0	1	2	2	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	1	1	0	0	2	0	1	3	2	F G F F

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-F-P
SRA ASSESSMENT SURVEY, ACHIEVEMENT SERIES - BLUE LEVEL Language Arts Spelling (SRA)	2	2	2	0	0	2	0	1	2	1	1	1	1	1	1	1	1	0	2	2	1	1	2	1	1	1	1	1	1	1	0	2	0	1	1	2	F G G P
SRA ASSESSMENT SURVEY, ACHIEVEMENT SERIES - BLUE LEVEL Language Arts Total (SRA)	2	2	1	0	0	2	0	1	2	1	1	1	1	1	1	1	1	0	2	2	1	0	2	1	1	1	1	1	1	1	0	3	0	1	3	2	P G G F
SRA ASSESSMENT SURVEY, ACHIEVEMENT SERIES - GREEN LEVEL Language Arts Spelling (SRA)	2	2	2	0	0	1	0	1	2	1	1	1	1	1	1	1	1	0	2	2	1	1	2	1	1	1	1	1	1	1	0	3	0	1	3	2	P G G F
SRA ASSESSMENT SURVEY, ACHIEVEMENT SERIES - GREEN LEVEL Language Arts Total (SRA)	2	2	1	0	0	2	0	1	2	1	1	1	1	1	1	1	1	0	2	2	1	0	2	1	1	1	1	1	1	1	0	3	0	1	3	2	P G G F
STANFORD ACHIEVEMENT TEST - INTERMEDIATE LEVEL I Spelling (HBJ)	3	2	2	0	0	0	0	1	2	2	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	1	1	2	0	3	0	1	0	2	P G G P
STANFORD ACHIEVEMENT TEST - INTERMEDIATE LEVEL II Spelling (HBJ)	3	2	2	0	0	0	0	1	2	2	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	1	1	2	0	3	0	1	1	2	P G G P
STANFORD DIAGNOSTIC READING TEST - LEVEL II Blending (HBJ)	2	1	1	0	0	1	0	1	1	0	1	1	1	1	1	1	1	1	0	2	1	1	2	1	1	1	1	0	1	2	0	3	0	1	1	2	P F G P
WIDE RANGE ACHIEVEMENT TEST - LEVEL I Spelling (GAD)	0	2	2	0	1	0	0	1	2	0	1	1	1	0	0	1	1	0	2	1	1	1	1	1	1	1	1	0	1	1	0	3	3	1	3	2	P F F G
WIDE RANGE INTELLIGENCE AND PERSONALITY TEST Spelling (GAD)	1	2	2	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	2	2	1	1	1	0	0	1	0	0	1	0	0	2	0	0	0	1	P F P P
WORD DISCRIMINATION TEST (MUAA)	0	1	1	0	0	0	0	0	1	0	0	1	1	1	0	1	1	1	2	2	1	1	1	0	1	1	0	0	1	0	0	0	0	0	0	1	P F F P
13B. Punctuation and Capitalization																																					
ACHIEVEMENT TEST: CAPITALIZATION AND PUNCTUATION (SCP)	0	2	2	0	0	0	0	1	1	0	1	1	0	1	1	1	0	1	1	2	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
CALIFORNIA ACHIEVEMENT TESTS - LEVEL 3 Language Mechanics (CTB)	3	2	2	0	0	2	0	1	2	2	1	1	1	1	1	1	1	1	1	2	1	1	2	0	1	1	0	1	1	2	0	3	2	1	3	2	F G G F
CALIFORNIA ACHIEVEMENT TESTS - LEVEL 3 Language Total (CTB)	3	2	1	0	0	2	0	1	2	1	1	1	1	1	1	1	1	1	1	2	1	0	2	0	1	1	0	1	1	2	0	3	2	1	3	2	F G F F
CALIFORNIA ACHIEVEMENT TESTS - LEVEL 4 Language Mechanics (CTB)	3	2	2	0	0	2	0	1	2	1	1	1	1	1	1	1	0	1	1	2	1	1	2	0	1	1	0	1	1	2	0	3	0	1	3	2	F G G F
CALIFORNIA ACHIEVEMENT TESTS - LEVEL 4 Language Total (CTB)	3	2	1	0	0	2	0	1	2	1	1	1	1	1	1	1	0	1	1	2	1	0	2	0	1	1	0	1	1	2	0	3	0	1	3	2	F G F F
CANADIAN TESTS OF BASIC SKILLS, LEVELS EDITION - LEVEL 11 Language Skills Capitalization (TNS)	3	1	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	1	0	1	1	2	2	0	1	3	2	P G G F
CANADIAN TESTS OF BASIC SKILLS, LEVELS EDITION - LEVEL 11 Language Skills Punctuation (TNS)	3	1	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	1	0	1	1	2	2	0	1	3	2	P G G F

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent / Factorial	Experimental / Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-P
CANADIAN TESTS OF BASIC SKILLS, LEVELS EDITION - LEVEL 12 Language Skills Capitalization (TNS)	3	1	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	1	0	1	1	2	2	0	1	3	2	P G G F
CANADIAN TESTS OF BASIC SKILLS, LEVELS EDITION - LEVEL 12 Language Skills Punctuation (TNS)	3	1	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	1	0	1	1	2	2	0	1	3	2	P G G F
COMPREHENSIVE TESTS OF BASIC SKILLS - LEVEL 2 Language Mechanics (CTB)	3	2	2	0	0	2	0	1	2	1	1	1	1	1	1	1	1	1	1	2	1	1	2	1	1	1	0	1	1	2	2	2	2	1	1	2	F G G F
COMPREHENSIVE TESTS OF BASIC SKILLS - LEVEL 3 Language Mechanics (CTB)	3	2	2	0	0	0	0	1	2	2	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	1	1	2	1	2	1	1	3	2	P G G F
COMPREHENSIVE TESTS OF BASIC SKILLS, EXPANDED EDITION - LEVEL 2 Language Mechanics (CTB)	3	2	2	0	0	1	0	1	2	1	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	1	1	0	0	2	1	1	1	2	F G F P
COMPREHENSIVE TESTS OF BASIC SKILLS, EXPANDED EDITION - LEVEL 3 Language Mechanics (CTB)	3	2	2	0	0	1	0	1	2	2	1	1	1	1	0	1	1	1	2	2	1	1	2	1	1	1	0	1	1	0	0	2	1	1	3	2	F G F F
DIAGNOSTIC TEST: CAPITALIZATION AND PUNCTUATION (SCP)	0	2	2	0	0	0	0	1	1	0	1	1	0	1	1	1	0	1	2	2	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
ENGLISH PROGRESS TEST B2 (NFER2)	0	1	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	2	2	1	0	0	1	0	1	0	0	1	0	0	3	0	0	0	2	P F P P
IOWA TESTS OF BASIC SKILLS, FORMS 1-4, GRADE 5 Composite (HMC)	3	2	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	0	2	2	1	0	2	1	1	1	0	1	1	2	3	3	0	1	3	2	P F G G
IOWA TESTS OF BASIC SKILLS, FORMS 1-4, GRADE 5 Language Skills Capitalization (HMC)	3	1	2	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	2	2	1	1	2	1	1	1	0	1	1	2	2	2	2	1	3	2	P G G G
IOWA TESTS OF BASIC SKILLS, FORMS 1-4, GRADE 5 Language Skills Punctuation (HMC)	3	1	2	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	2	2	1	1	2	1	1	1	0	1	1	2	2	2	2	1	3	2	P G G G
IOWA TESTS OF BASIC SKILLS, FORMS 1-4, GRADE 5 Language Skills Total (HMC)	3	2	1	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	2	2	1	0	2	1	1	1	0	1	1	2	2	3	3	1	3	2	P G G G
IOWA TESTS OF BASIC SKILLS, FORMS 1-4, GRADE 6 Composite (HMC)	3	2	0	0	0	0	2	1	1	0	1	1	1	0	0	1	1	0	2	2	1	0	2	1	1	1	0	1	1	2	3	3	0	1	1	2	P F G F
IOWA TESTS OF BASIC SKILLS, FORMS 1-4, GRADE 6 Language Skills Capitalization (HMC)	3	1	2	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	2	2	1	1	2	1	1	1	0	1	1	2	2	2	2	1	3	2	P G G G
IOWA TESTS OF BASIC SKILLS, FORMS 1-4, GRADE 6 Language Skills Punctuation (HMC)	3	1	2	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	2	2	1	1	2	1	1	1	0	1	1	2	2	2	2	1	3	2	P G G G
IOWA TESTS OF BASIC SKILLS, FORMS 1-4, GRADE 6 Language Skills Total (HMC)	3	2	1	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	2	2	1	0	2	1	1	1	0	1	1	2	2	3	3	1	2	2	P G G G
IOWA TESTS OF BASIC SKILLS, FORMS 5 AND 6, LEVEL 11 Composite (HMC)	3	2	0	0	0	0	0	1	[illegible]	0	1	1	1	0	0	1	1	0	2	2	1	0	2	1	1	0	0	1	1	2	3	3	0	1	3	2	P F F G
IOWA TESTS OF BASIC SKILLS, FORMS 5 AND 6, LEVEL 11 Language Skills Capitalization (HMC)	3	1	2	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	2	2	1	1	2	1	1	1	0	1	1	2	1	2	0	1	3	2	P G G F

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-3	0-3	0-1	0-3	0-2	G-F-P
IOWA TESTS OF BASIC SKILLS, FORMS 5 AND 6, LEVEL 11 Language Skills Punctuation (HMC)	3	1	2	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	2	2	1	1	2	1	1	1	0	1	1	2	2	2	0	1	2	2	P G G F
IOWA TESTS OF BASIC SKILLS, FORMS 5 AND 6, LEVEL 11 Language Skills Total (HMC)	3	2	1	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	2	2	1	0	2	1	1	0	0	1	1	2	2	3	0	1	3	2	P G F F
IOWA TESTS OF BASIC SKILLS, FORMS 5 AND 6, LEVEL 12 Composite (HMC)	3	2	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	0	2	2	1	0	2	1	1	0	0	1	1	2	3	3	0	1	3	2	P F F G
IOWA TESTS OF BASIC SKILLS, FORMS 5 AND 6, LEVEL 12 Language Skills Capitalization (HMC)	3	1	2	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	2	2	1	1	2	1	1	1	0	1	1	2	2	2	0	1	3	2	P G G F
IOWA TESTS OF BASIC SKILLS, FORMS 5 AND 6, LEVEL 12 Language Skills Punctuation (HMC)	3	1	2	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	2	2	1	1	2	1	1	1	0	1	1	2	2	2	0	1	3	2	P G G F
IOWA TESTS OF BASIC SKILLS, FORMS 5 AND 6, LEVEL 12 Language Skills Total (HMC)	3	2	1	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	2	2	1	0	2	1	1	0	0	1	1	2	3	3	0	1	3	2	P G F G
SCHONELL DIAGNOSTIC ENGLISH TESTS Capital Letters and Punctuation (NFER)	0	2	2	0	0	0	0	1	2	0	1	0	1	1	0	1	1	0	2	2	1	1	1	1	0	0	1	0	1	0	0	0	0	0	0	0	P I F P
SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS - SERIES II, 4A AND 4B Mechanics of Writing Capitalization and Punctuation (ETS)	3	2	2	0	0	2	0	1	2	1	1	1	1	1	0	1	1	1	2	2	1	1	2	1	1	1	0	1	1	0	0	2	0	1	3	2	F G F F
SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS - SERIES II, 4A AND 4B Mechanics of Writing Total (ETS)	3	2	1	0	0	2	0	1	2	1	1	1	1	1	0	1	1	1	2	2	1	0	2	1	1	1	0	1	1	0	0	3	0	1	3	2	F G F F
SRA ASSESSMENT SURVEY, ACHIEVEMENT SERIES - BLUE LEVEL Language Arts Usage (SRA)	2	1	1	0	0	2	0	1	2	1	1	1	1	1	1	1	1	0	2	2	1	1	2	1	1	1	1	1	1	1	0	3	0	1	1	2	P G G P
SRA ASSESSMENT SURVEY, ACHIEVEMENT SERIES - GREEN LEVEL Language Arts Usage (SRA)	2	1	1	0	0	2	0	1	2	1	1	1	1	1	1	1	1	0	2	2	1	1	2	1	1	1	1	1	1	1	0	3	0	1	3	2	P G G F
IIC. Grammatical Skills in Writing																																					
ACADEMIC PROMISE TESTS Language Usage (PC)	2	1	1	1	1	2	2	1	2	0	1	1	1	1	1	1	1	0	1	2	1	1	2	1	1	1	0	1	1	1	0	0	2	1	3	1	F F G P
ACHIEVEMENT TEST: JOINING PARTS OF THE SENTENCE (SCP)	0	1	2	0	0	0	0	1	1	0	1	0	1	0	1	1	1	1	2	2	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
ACHIEVEMENT TEST: PARTS OF SPEECH (SCP)	0	0	2	0	0	0	0	1	2	0	1	1	1	0	0	1	0	1	1	2	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
ACHIEVEMENT TEST: PARTS OF THE SENTENCE (SCP)	0	1	2	0	0	0	0	1	1	0	1	0	0	0	0	1	0	1	0	2	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
AMERICAN SCHOOL ACHIEVEMENT TESTS - INTERMEDIATE BATTERY Language (BMC)	3	2	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	0	2	2	1	1	2	1	1	1	1	1	1	1	0	0	0	1	0	2	P G G P
CALIFORNIA ACHIEVEMENT TESTS - LEVEL 3 Language Usage and Structure (CTB)	3	2	2	0	0	1	0	1	2	1	1	1	1	1	1	1	1	1	1	2	1	1	2	0	1	1	0	1	1	2	0	2	1	1	3	2	F G G F

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-P
CALIFORNIA ACHIEVEMENT TESTS - LEVEL 4 Language Usage and Structure (CTB)	3	1	2	0	0	1	0	1	2	1	1	1	1	1	1	1	1	1	1	2	1	1	2	0	1	1	0	1	1	2	0	2	0	1	3	2	PGGF
CANADIAN TESTS OF BASIC SKILLS, LEVELS EDITION - LEVEL 11 Language Skills Usage (TNS)	3	0	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	1	0	1	1	2	2	0	1	2	2	PGGF
CANADIAN TESTS OF BASIC SKILLS, LEVELS EDITION - LEVEL 12 Language Skills Usage (TNS)	3	0	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	1	0	1	1	2	2	0	1	3	2	PGGF
COMPREHENSIVE TESTS OF BASIC SKILLS, EXPANDED EDITION - LEVEL 2 Language Expression (CTB)	3	1	1	0	0	2	0	1	2	1	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	1	1	0	0	2	2	1	1	2	PGFF
COMPREHENSIVE TESTS OF BASIC SKILLS, EXPANDED EDITION - LEVEL 3 Language Expression (CTB)	3	1	1	0	0	2	0	1	2	1	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	1	1	0	0	2	2	1	3	2	PGFF
DIAGNOSTIC TEST: JOINING PARTS OF THE SENTENCE (SCP)	0	1	2	0	0	0	0	1	1	0	1	0	0	0	1	1	1	1	2	2	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	PFPP
DIAGNOSTIC TEST: PARTS OF SPEECH (SCP)	0	0	2	0	0	0	0	1	1	0	1	1	1	0	0	0	0	[illegible]	2	2	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	PFPP
DIAGNOSTIC TEST: PARTS OF THE SENTENCE (SCP)	0	1	2	0	0	0	0	1	2	0	1	1	0	0	0	1	0	1	1	2	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	PFPP
GRAMMAR AND SENTENCE CONSTRUCTION: FINAL EXAMINATION (SCP)	0	2	2	0	0	0	0	1	1	0	1	1	0	0	0	0	0	1	1	2	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	PPPP
GRAY-VOTAW-ROGERS GENERAL ACHIEVEMENT TEST - INTERMEDIATE Language (SV)	0	1	2	0	0	0	0	1	1	0	1	1	1	1	1	1	1	0	2	2	1	1	2	1	1	0	1	0	1	0	0	2	0	0	3	1	PFFP
HOYUM-SANDERS INTERMEDIATE ENGLISH TEST (BEM)	1	1	1	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	2	2	1	0	2	0	1	0	0	1	1	1	0	3	0	1	3	1	PFFF
IOWA TESTS OF BASIC SKILLS, FORMS 1-4, GRADE 5 Language Skills Usage (HMC)	3	1	2	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	2	2	1	1	2	1	1	1	0	1	1	2	2	2	2	1	3	2	PGGG
IOWA TESTS OF BASIC SKILLS, FORMS 1-4, GRADE 6 Language Skills Usage (HMC)	3	1	2	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	2	2	1	1	2	1	1	1	0	1	1	2	2	2	2	1	3	2	PGGG
IOWA TESTS OF BASIC SKILLS, FORMS 5 AND 6, LEVEL 11 Language Skills Usage (HMC)	3	1	2	0	0	0	0	1	2	2	1	1	1	1	0	1	1	1	2	2	1	1	2	1	1	1	0	1	1	2	2	2	0	1	3	2	PGGF
IOWA TESTS OF BASIC SKILLS, FORMS 5 AND 6, LEVEL 12 .Language Skills Usage (HMC)	3	1	2	0	0	0	0	1	2	2	1	1	1	1	0	1	1	1	2	2	1	1	2	1	1	1	0	1	1	2	2	2	0	1	3	2	PGGF
MODERN LANGUAGE APTITUDE TEST - ELEMENTARY Matching Words (PC)	1	0	2	0	0	0	0	1	1	0	1	1	1	1	1	1	1	1	1	2	1	1	2	1	0	0	0	0	1	0	0	2	0	1	0	0	PFFP
NATIONAL ACHIEVEMENT TESTS - MUNICIPAL TESTS FOR GRADES 3-6 English Test (PA)	0	1	1	0	0	0	0	1	1	0	1	1	1	1	0	0	1	0	2	2	1	1	1	0	1	1	0	0	1	0	0	0	0	0	0	0	PFFP
NATIONAL ACHIEVEMENT TESTS FOR GRADES 3-8 English Test (PA)	0	1	1	0	0	0	0	1	1	0	1	1	1	0	0	0	1	1	1	2	1	0	1	0	0	1	1	0	1	0	0	0	0	0	0	0	PFPP

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent / Factorial	Experimental / Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-F-P
PICTURE STORY LANGUAGE TEST Syntax Quotient (GS)	1	1	2	0	1	0	0	0	0	0	0	1	0	0	1	1	1	1	2	1	1	1	0	1	1	1	1	0	0	1	0	1	0	0	0	1	P P F P
PUBLIC SCHOOL ACHIEVEMENT TESTS Grammar (BMC)	1	1	2	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	1	1	0	1	0	1	0	1	1	0	0	0	1	0	1	P G F P
PUBLIC SCHOOL ACHIEVEMENT TESTS Language Usage (BMC)	1	1	2	0	0	0	0	1	2	0	1	1	1	0	1	0	1	1	2	2	1	1	1	0	1	0	1	0	1	1	0	0	0	1	0	1	P F F P
SCALE FOR MEASURING WRITTEN COMPOSITION (ETSA)	0	1	1	0	0	0	0	0	1	0	1	0	0	0	0	0	0	1	2	2	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
SCHONELL DIAGNOSTIC ENGLISH TESTS English Usage (NFER)	0	1	2	0	0	0	0	1	1	0	1	0	0	1	0	1	1	0	2	2	1	1	0	1	0	0	1	0	1	0	0	0	0	0	0	0	P F P P
SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS - SERIES II, 4A AND 4B English Expression (ETS)	2	1	2	0	0	2	0	1	2	1	1	1	0	1	0	1	1	0	2	2	1	0	2	1	1	1	0	1	1	0	0	3	0	1	3	2	P F F F
STANFORD ACHIEVEMENT TEST - INTERMEDIATE LEVEL I Language (HBJ)	3	1	1	0	0	0	0	1	2	2	1	1	1	1	1	1	0	0	2	2	1	1	2	1	1	1	0	1	1	2	0	3	0	1	3	2	P G G F
STANFORD ACHIEVEMENT TEST - INTERMEDIATE LEVEL II Language (HBJ)	3	1	1	0	0	0	0	1	2	1	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	1	1	2	0	3	0	1	3	2	P G G F
TEST: ADJECTIVES AND ADVERBS (SCP)	0	0	2	0	0	0	0	1	2	0	1	0	1	1	0	1	0	1	1	2	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
TEST: CORRECT USAGE (SCP)	0	0	2	0	0	0	0	1	1	0	1	1	1	0	0	1	0	1	1	2	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
TEST: NOUNS (SCP)	0	0	2	0	0	0	0	1	2	0	1	1	0	0	0	1	0	1	0	2	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
TEST: PREPOSITIONS, CONJUNCTIONS, AND INTERJECTIONS (SCP)	0	0	2	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	2	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
TEST: PRONOUNS (SCP)	0	0	2	0	0	0	0	1	1	0	1	1	1	0	0	1	0	1	1	2	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
TEST: VARIETY IN SENTENCE ARRANGEMENT (SCP)	0	0	2	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	2	2	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
TEST: VERBS (SCP)	0	0	2	0	0	0	0	1	1	0	1	1	0	1	1	1	1	1	1	2	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
WATSON ENGLISH USAGE AND APPRECIATION TEST (BSC)	1	1	1	0	0	0	0	1	2	0	1	1	1	0	0	1	1	0	2	2	1	1	0	0	1	0	1	0	1	1	0	0	0	0	3	1	P F F P
120. Penmanship																																					
DURRELL ANALYSIS OF READING DIFFICULTY Check List of Difficulties in Handwriting (HBJ)	0	1	1	0	0	0	0	0	2	0	1	1	0	0	0	1	1	1	2	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY: CONTENT: Item Selection	MEASUREMENT VALIDITY: CONTENT: % Goal Assessed	MEASUREMENT VALIDITY: CONTENT: % Items Belonging	MEASUREMENT VALIDITY: CONSTRUCT: Divergent/Factorial	MEASUREMENT VALIDITY: CONSTRUCT: Experimental/Evaluational	MEASUREMENT VALIDITY: CONCURRENT	MEASUREMENT VALIDITY: PREDICTIVE	EXAMINEE APPROPRIATENESS: EXAMINEE JUSTIFICATION	EXAMINEE APPROPRIATENESS: COMPREHENSION: Item Appropriateness	EXAMINEE APPROPRIATENESS: COMPREHENSION: Item Difficulties	EXAMINEE APPROPRIATENESS: COMPREHENSION: Item Relevance	EXAMINEE APPROPRIATENESS: INSTRUCTIONS: Concepts, Vocabulary	EXAMINEE APPROPRIATENESS: INSTRUCTIONS: Task Aspects	EXAMINEE APPROPRIATENESS: INSTRUCTIONS: Sample Items	EXAMINEE APPROPRIATENESS: FORMAT: Page Layout	EXAMINEE APPROPRIATENESS: FORMAT: Illustration & Print	EXAMINEE APPROPRIATENESS: FORMAT: Item Coherence	EXAMINEE APPROPRIATENESS: POWER/SPEED TEST	EXAMINEE APPROPRIATENESS: RECORDING ANSWERS	ADMINISTRATIVE USABILITY: ADMINISTRATION: Testing Group Size	ADMINISTRATIVE USABILITY: ADMINISTRATION: Administrator	ADMINISTRATIVE USABILITY: ADMINISTRATION: Time	ADMINISTRATIVE USABILITY: EASE OF SCORING	ADMINISTRATIVE USABILITY: QUALITY OF MANUAL	ADMINISTRATIVE USABILITY: INTERPRETATION: Score Interpretation	ADMINISTRATIVE USABILITY: INTERPRETATION: Score Conversion	ADMINISTRATIVE USABILITY: INTERPRETATION: Norm Range	ADMINISTRATIVE USABILITY: INTERPRETATION: Norm Group	ADMINISTRATIVE USABILITY: INTERPRETATION: Score Interpreter	ADMINISTRATIVE USABILITY: CAN DECISIONS BE MADE?	NORMED TECHNICAL EXCELLENCE: RELIABILITY: Test – Retest	NORMED TECHNICAL EXCELLENCE: RELIABILITY: Internal Consistency	NORMED TECHNICAL EXCELLENCE: RELIABILITY: Alternate Form	NORMED TECHNICAL EXCELLENCE: REPLICABILITY	NORMED TECHNICAL EXCELLENCE: RANGE OF COVERAGE	NORMED TECHNICAL EXCELLENCE: SCORE GRADATION	TOTAL LETTER GRADES
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
DURRELL ANALYSIS OF READING DIFFICULTY Handwriting - Letters per Minute (HBJ)	0	0	2	0	0	0	0	0	2	0	1	1	0	0	0	1	1	1	2	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
EXPRESSIONAL GROWTH THROUGH HANDWRITING Evaluation Scale - Fifth Grade Cursive Handwriting (ZB)	0	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	2	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P G P P
EXPRESSIONAL GROWTH THROUGH HANDWRITING Evaluation Scale - Sixth Grade Cursive Handwriting (ZB)	0	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	2	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P G P P
GESELL DEVELOPMENTAL KIT Pencil and Paper Tests (WPS)	0	1	1	0	1	0	0	0	0	1	0	1	0	0	0	1	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
GROUP DIAGNOSTIC READING APTITUDE AND ACHIEVEMENT TESTS Motor Tests Copying Text (CHN)	0	0	2	0	0	0	0	1	2	0	1	1	1	0	0	1	1	0	2	2	1	1	1	0	1	1	0	0	1	2	0	0	0	1	0	1	P F F P
MEASURING SCALE FOR HANDWRITING Quality of Writing (ETS)	0	2	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	2	1	1	0	0	0	0	0	0	1	0	0	0	0	0	1	1	P F P P
MEASURING SCALE FOR HANDWRITING Rate of Writing (ETS)	0	0	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	2	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	1	P F P P
SCREENING TESTS TO BE USED BY THE CLASSROOM TEACHER Alphabet Writing - From Dictation (ATP)	0	1	0	0	0	0	0	0	2	0	0	0	0	0	0	0	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
SCREENING TESTS TO BE USED BY THE CLASSROOM TEACHER Alphabet Writing - Spontaneous (ATP)	0	1	0	0	0	0	0	0	2	0	0	0	0	0	0	0	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
SCREENING TESTS TO BE USED BY THE CLASSROOM TEACHER Sentence Writing - From Dictation (ATP)	0	1	0	0	0	0	0	0	2	0	0	0	0	0	0	0	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
SCREENING TESTS TO BE USED BY THE CLASSROOM TEACHER Wold Sentence Copying Test (ATP)	0	0	1	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
18E. Purpose and Organization in Writing																																					
PICTURE STORY LANGUAGE TEST Abstract-Concrete (GS)	1	1	1	0	1	0	0	0	0	0	0	1	0	0	1	1	1	1	2	1	1	1	0	1	1	1	1	0	0	1	0	0	0	0	1	1	P P F P
PICTURE STORY LANGUAGE TEST Productivity Total Sentences (GS)	1	0	1	0	1	0	0	0	0	0	0	1	0	0	1	1	1	1	2	1	1	1	0	1	1	1	1	0	0	1	0	0	0	0	1	1	P P F P
PICTURE STORY LANGUAGE TEST Productivity Total Words (GS)	1	0	1	0	1	0	0	0	0	0	0	1	0	0	1	1	1	1	2	1	1	1	1	1	1	1	1	0	0	1	0	0	0	0	3	1	P P F P
PICTURE STORY LANGUAGE TEST Productivity Words per Sentence (GS)	1	0	1	0	1	0	0	0	0	0	0	1	0	0	1	1	1	1	2	1	1	1	0	1	1	1	1	0	0	1	0	1	0	0	3	1	P P F P
SCHONELL DIAGNOSTIC ENGLISH TESTS Composition (NFER)	0	1	2	0	0	0	0	1	2	0	1	0	0	0	1	1	1	1	2	2	1	1	0	1	0	0	1	0	1	0	0	0	0	0	0	0	P F P P
SCHONELL DIAGNOSTIC ENGLISH TESTS Sentence Structure (NFER)	0	1	2	0	0	0	0	1	1	0	1	0	0	1	0	1	1	0	1	2	1	1	0	1	0	0	1	0	1	0	0	0	0	0	0	0	P P P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-[illegible]	0-3	0-2	G F P
13F. Expression in Writing																																					
COMPREHENSIVE TESTS OF BASIC SKILLS - LEVEL 2 Language Expression (CTB)	3	0	1	0	0	2	0	1	2	1	1	1	1	1	1	1	1	1	1	2	1	1	2	1	1	1	0	1	1	2	2	2	2	1	1	2	P G G F
SIMILES (RPP)	2	1	2	2	2	1	0	0	2	0	1	1	0	1	1	1	1	0	2	2	1	1	0	1	1	0	1	0	1	0	0	2	1	1	0	1	F F F P
14. REFERENCE AND STUDY SKILLS																																					
14A. Reference and Library Skills																																					
CANADIAN TESTS OF BASIC SKILLS, LEVELS EDITION - LEVEL 11 Work-Study Skills Knowledge and Use of Reference Materials (TNS)	3	1	2	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	1	2	1	1	1	1	0	1	1	2	3	0	1	3	2	P G G F
CANADIAN TESTS OF BASIC SKILLS, LEVELS EDITION - LEVEL 11 Work-Study Skills Total (TNS)	3	1	1	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	0	2	1	1	1	1	0	1	1	2	2	0	1	3	2	P G F F
CANADIAN TESTS OF BASIC SKILLS, LEVELS EDITION - LEVEL 12 Work-Study Skills Knowledge and Use of Reference Materials (TNS)	3	1	2	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	1	2	1	1	1	1	0	1	1	2	2	0	1	3	2	P G G F
CANADIAN TESTS OF BASIC SKILLS, LEVELS EDITION - LEVEL 12 Work-Study Skills Total (TNS)	3	1	1	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	0	2	1	1	1	1	0	1	1	2	2	0	1	3	2	P G F F
COMPREHENSIVE TESTS OF BASIC SKILLS - LEVEL 2 Study Skills Total (CTB)	3	1	1	0	0	2	0	1	2	2	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	1	1	2	2	3	2	1	1	2	P G G F
COMPREHENSIVE TESTS OF BASIC SKILLS - LEVEL 2 Study Skills Using Reference Materials (CTB)	3	1	2	0	0	2	0	1	2	2	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	1	1	2	2	2	2	1	1	2	F G G F
COMPREHENSIVE TESTS OF BASIC SKILLS - LEVEL 3 Study Skills Total (CTB)	3	1	1	0	0	0	0	1	2	2	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	1	1	2	2	2	2	1	3	2	P G G G
COMPREHENSIVE TESTS OF BASIC SKILLS - LEVEL 3 Study Skills Using Reference Materials (CTB)	3	1	2	0	0	0	0	1	2	1	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	1	1	2	1	2	1	1	1	2	P G G F
COMPREHENSIVE TESTS OF BASIC SKILLS, EXPANDED EDITION - LEVEL 2 Reference Skills (CTB)	3	1	2	0	0	1	0	1	2	1	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	1	1	0	0	2	2	1	1	2	P G F F
COMPREHENSIVE TESTS OF BASIC SKILLS, EXPANDED EDITION - LEVEL 3 Reference Skills (CTB)	3	1	2	0	0	1	0	1	2	1	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	1	1	0	0	2	2	1	1	2	P G F F
INVENTORY-SURVEY TEST FOR INTERMEDIATE GRADES Dictionary Skills (SFC)	1	0	2	0	0	0	0	1	2	0	1	1	0	0	1	1	1	1	2	2	1	1	2	0	1	0	1	1	1	1	0	0	0	0	0	0	P F F P
IOWA SILENT READING TESTS - LEVEL 1 Directed Reading (HBJ)	0	2	1	0	0	2	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	0	0	1	1	0	0	2	2	1	3	2	P G F F
IOWA TESTS OF BASIC SKILLS, FORMS 1-4, GRADE 5 Work-Study Skills Knowledge and Use of Reference Materials (HMC)	3	1	2	0	0	0	0	1	2	0	1	1	1	0	0	1	1	0	2	2	1	1	2	1	1	1	0	1	1	2	2	3	2	1	3	2	P F G G

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-3	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-3	0-3	0-1	0-3	0-2	G F P
IOWA TESTS OF BASIC SKILLS, FORMS 1-4, GRADE 5 Work-Study Skills Total (HMC)	3	1	1	0	0	0	0	1	2	0	1	1	1	0	0	1	1	0	2	2	1	0	2	1	1	1	0	1	1	2	2	3	2	1	3	2	P F G G
IOWA TESTS OF BASIC SKILLS, FORMS 1-4, GRADE 6 Work-Study Skills Knowledge and Use of Reference Materials (HMC)	3	2	2	0	0	0	0	1	2	0	1	1	1	0	0	1	1	0	2	2	1	1	2	1	1	1	0	1	1	2	2	3	2	1	3	2	P F G G
IOWA TESTS OF BASIC SKILLS, FORMS 1-4, GRADE 6 Work-Study Skills Total (HMC)	3	2	1	0	0	0	0	1	1	0	1	1	1	0	0	1	1	0	2	2	1	0	2	1	1	1	0	1	1	2	2	3	2	1	3	2	P F G G
IOWA TESTS OF BASIC SKILLS, FORMS 5 AND 6, LEVEL 11 Work-Study Skills Knowledge and Use of Reference Materials (HMC)	3	1	2	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	2	2	1	1	2	1	1	1	0	1	1	2	2	2	0	1	3	2	P F G F
IOWA TESTS OF BASIC SKILLS, FORMS 5 AND 6, LEVEL 11 Work-Study Skills Total (HMC)	3	1	1	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	2	2	1	0	2	1	1	0	0	1	1	2	2	3	0	1	3	2	P F F F
IOWA TESTS OF BASIC SKILLS, FORMS 5 AND 6, LEVEL 12 Work-Study Skills Knowledge and Use of Reference Materials (HMC)	3	1	2	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	2	2	1	1	2	1	1	1	0	1	1	2	2	2	0	1	3	2	P F G F
IOWA TESTS OF BASIC SKILLS, FORMS 5 AND 6, LEVEL 12 Work-Study Skills Total (HMC)	3	1	1	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	2	2	1	0	2	1	1	0	0	1	1	2	2	3	0	1	3	2	P F F F
METROPOLITAN ACHIEVEMENT TESTS - INTERMEDIATE Language (HBJ)	3	1	1	0	0	2	0	1	2	0	1	1	0	1	1	1	1	0	2	2	1	0	2	1	1	0	0	1	1	2	0	3	0	1	3	2	P F F F
PUPIL PROGRESS SERIES DIAGNOSTIC READING -- ELEMENTARY Knowledge and Use of Sources (STS)	1	1	2	0	0	1	0	1	2	0	1	1	1	1	1	1	1	0	2	2	1	1	2	1	1	1	0	0	1	1	0	2	0	1	3	1	P G F P
SRA ASSESSMENT SURVEY, ACHIEVEMENT SERIES - BLUE LEVEL Use of Sources (SRA)	2	2	2	0	0	2	0	1	2	1	1	1	1	1	1	1	1	0	2	2	1	1	2	1	1	1	1	1	1	1	0	3	0	1	1	2	F G G P
SRA ASSESSMENT SURVEY, ACHIEVEMENT SERIES - GREEN LEVEL Use of Sources (SRA)	2	2	2	0	0	2	0	1	2	1	1	1	1	1	1	1	1	0	2	2	1	1	2	1	1	1	1	1	1	1	0	3	0	1	3	2	F G G F
TEST: [illegible]BRARY SKILLS (SCP)	0	2	2	0	0	0	0	1	1	0	1	0	0	0	0	1	0	1	1	2	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
14B. Personal Study Skills and Habits																																					
BURKS' BEHAVIOR RATING SCALES Poor Academics (AP)	2	0	1	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	0	1	1	1	1	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
MATHEMATICS																																					
15. UNDERSTANDING MATH CONCEPTS																																					
ACER MATHEMATICS TESTS Test AM 04 - Whole Numbers Mathematical Ideas (ACER)	3	0	2	0	0	0	0	1	1	2	1	1	1	1	1	0	1	1	2	2	1	0	2	0	1	1	0	0	1	0	0	2	0	1	2	1	P G F P
ACER MATHEMATICS TESTS Test AM 04 - Whole Numbers Mathematical Terms (ACER)	3	0	2	0	0	0	0	1	2	2	1	1	1	1	1	1	1	1	2	2	1	1	2	0	1	1	0	0	1	0	0	1	0	1	1	1	P G F P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
CALIFORNIA ACHIEVEMENT TESTS - LEVEL 4 Mathematics Concepts and Problems (CTB)	3	1	1	0	0	2	0	1	2	1	1	1	1	1	1	1	1	1	1	2	1	1	2	0	1	1	0	1	1	2	0	2	0	1	3	2	P G G F
CANADIAN TESTS OF BASIC SKILLS, LEVELS EDITION - LEVEL 11 Mathematics Skills Mathematics Concepts (TNS)	3	1	2	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	1	2	1	1	1	1	0	1	1	2	2	0	1	3	2	P G G F
CANADIAN TESTS OF BASIC SKILLS, LEVELS EDITION - LEVEL 12 Mathematics Skills Mathematics Concepts (TNS)	3	1	2	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	1	2	1	1	1	1	0	1	1	2	2	0	1	3	2	P G G F
COMPREHENSIVE TESTS OF BASIC SKILLS - LEVEL 2 Arithmetic Concepts (CTB)	3	1	1	0	0	2	0	1	2	1	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	1	1	2	2	2	2	1	1	2	P G G F
COMPREHENSIVE TESTS OF BASIC SKILLS, EXPANDED EDITION - LEVEL 3 Mathematics Concepts (CTB)	3	1	1	0	0	1	0	1	2	2	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	1	1	0	0	2	2	1	3	2	P G F F
EDUCATIONAL DEVELOPMENT SERIES - ADVANCED LEVEL Mathematics (STS)	1	2	1	0	0	0	0	1	1	0	1	1	1	0	1	1	1	0	2	2	1	0	2	1	1	1	0	1	1	1	0	2	0	1	2	2	P F F P
IOWA TESTS OF BASIC SKILLS, FORMS 5 AND 6, LEVEL 11 Mathematics Skills Mathematics Concepts (HMC)	3	1	2	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	2	2	1	1	2	1	1	1	0	1	1	2	2	2	0	1	3	2	P F G F
IOWA TESTS OF BASIC SKILLS, FORMS 5 AND 6, LEVEL 12 Mathematics Skills Mathematics Concepts (HMC)	3	1	1	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	2	2	1	1	2	1	1	1	0	1	1	2	2	2	0	1	3	2	P F G F
MATHEMATICS ATTAINMENT TEST C3 (NFER2)	0	1	1	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	2	2	1	0	0	1	0	1	0	0	1	0	0	0	0	0	0	1	P F P P
MATHEMATICS ATTAINMENT TEST DE 2 (NFER2)	0	1	1	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	2	2	1	0	1	0	0	1	0	0	1	0	0	0	0	0	0	2	P F P P
MATHEMATICS TOPIC TESTS Number and Numeration (GCT)	2	1	2	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	1	2	0	0	0	0	0	1	2	0	0	0	0	0	0	P G F P
MODERN MATHEMATICS SUPPLEMENT TO THE IOWA TESTS OF BASIC SKILLS Grade Five Test (HMC)	3	2	1	0	0	2	0	1	2	2	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	0	1	1	0	2	0	1	3	2	F G F F
MODERN MATHEMATICS SUPPLEMENT TO THE IOWA TESTS OF BASIC SKILLS Grade Six Test (HMC)	3	2	1	0	0	2	0	1	2	2	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	0	1	1	0	2	0	1	3	2	F G F F
PEABODY INDIVIDUAL ACHIEVEMENT TEST Mathematics (AGS)	2	0	1	1	0	1	0	1	2	0	1	1	1	1	1	1	1	1	2	0	1	1	2	1	1	1	1	1	1	1	2	0	0	0	3	2	P G F P
SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS - SERIES II, 4A AND 4B Mathematics Basic Concepts (ETS)	3	1	1	0	0	2	0	1	2	1	1	1	1	1	[illegible]	1	1	1	2	2	1	0	2	1	1	1	0	1	1	0	0	2	0	1	3	2	P G F F
STANFORD ACHIEVEMENT TEST - INTERMEDIATE LEVEL I Mathematics Concepts (HBJ)	3	1	2	0	0	0	0	1	2	2	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	1	1	2	0	2	0	1	2	2	P G G P
STANFORD ACHIEVEMENT TEST - INTERMEDIATE LEVEL II Mathematics Concepts (HBJ)	3	1	2	0	0	0	0	1	2	2	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	1	1	2	0	2	0	1	2	2	P G G P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
IIA. Knowledge of Numbers and Sets																																					
BASIC EDUCATIONAL SKILLS INVENTORY, MATH - LEVEL B Fractional Parts (SEI)	0	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
KEY MATH DIAGNOSTIC ARITHMETIC TEST Fractions (AGS)	3	0	1	0	0	0	0	0	2	0	1	0	0	0	1	1	1	1	2	0	1	0	2	1	0	0	0	0	1	0	0	2	0	0	0	0	P F P P
MATHEMATICS TEST FOR GRADES FOUR, FIVE AND SIX Set Terminology (PA)	1	1	2	0	0	0	0	1	2	0	1	1	1	0	0	0	1	1	2	2	1	1	2	0	1	1	0	0	1	0	0	1	0	0	1	2	P F F P
PROGRESSIVE ACHIEVEMENT TESTS, MATHEMATICS - PART 4 (NZCER)	3	2	0	0	0	2	0	1	1	2	1	1	1	1	1	1	1	1	2	2	1	0	2	1	1	1	0	0	1	2	0	2	2	1	3	2	P G F F
PROGRESSIVE ACHIEVEMENT TESTS, MATHEMATICS - PART 5 (NZCER)	3	2	0	0	0	2	0	1	1	2	1	1	1	1	1	1	1	1	2	2	1	0	2	1	1	1	0	0	1	2	0	2	2	1	3	2	P G F F
IIB. Knowledge of Numeral Systems and Number Principles																																					
ACER MATHEMATICS TESTS Test AM 01 - Numeration, Counting and Number Patterns (ACER)	3	1	2	0	0	0	0	1	2	1	1	1	1	1	1	1	1	1	2	2	1	0	2	0	1	1	0	0	1	0	0	2	0	1	0	1	P G F P
ACER MATHEMATICS TESTS Test AM 02 - Place Value (ACER)	3	0	2	0	0	0	0	1	2	1	1	1	1	1	1	1	1	1	2	2	1	0	2	0	1	1	0	0	1	0	0	2	0	1	0	1	P G F P
KEY MATH DIAGNOSTIC ARITHMETIC TEST Numeration (AGS)	3	1	1	0	0	0	0	0	2	0	1	0	0	0	1	1	1	1	2	0	1	0	1	1	0	0	0	0	1	0	0	2	0	0	0	0	P F P P
MATHEMATICS TEST FOR GRADES FOUR, FIVE AND SIX Mathematical Structure (PA)	1	1	2	0	0	0	0	1	1	0	1	1	1	0	0	0	1	1	2	2	1	1	2	0	1	1	0	0	1	0	0	1	0	0	0	2	P F F P
MATHEMATICS TEST FOR GRADES FOUR, FIVE AND SIX Understanding Numeration Systems (PA)	1	1	2	0	0	0	0	1	2	0	1	1	1	0	0	0	1	1	2	2	1	1	2	0	1	1	0	0	1	0	0	1	0	0	1	2	P F F P
METROPOLITAN ACHIEVEMENT TESTS - INTERMEDIATE Mathematics Concepts (HBJ)	3	1	0	0	0	2	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	0	0	1	1	2	0	2	0	1	3	2	P G G F
PROGRESSIVE ACHIEVEMENT TESTS, MATHEMATICS - PART 3 (NZCER)	3	2	0	0	0	2	0	1	1	2	1	1	1	1	1	1	1	1	2	2	1	0	2	1	1	1	0	0	1	2	0	2	2	1	3	2	P G F F
STANFORD DIAGNOSTIC ARITHMETIC TEST - LEVEL II Concepts of Numbers and Numerals Decimal Place Value (HBJ)	3	1	2	0	0	2	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	1	1	1	1	0	1	0	1	1	0	2	0	0	1	2	F G F P
IIC. Knowledge Basic to Algebra																																					
CALIFORNIA ALGEBRA APTITUDE TEST Part II: Formulas (AGS)	2	1	2	0	0	0	0	1	1	0	1	0	1	1	1	1	1	0	2	2	1	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
KEY MATH DIAGNOSTIC ARITHMETIC TEST Geometry & Symbols (AGS)	3	0	1	0	0	0	0	0	2	0	1	0	0	0	1	1	1	1	2	0	1	0	1	1	0	0	0	0	1	0	0	1	0	0	0	0	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent / Factorial	Experimental/ Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-F-P
KEY MATH DIAGNOSTIC ARITHMETIC TEST Numerical Reasoning (AGS)	3	1	2	0	0	0	0	0	2	0	1	0	0	0	1	1	1	1	2	0	1	0	2	1	0	0	0	0	1	0	0	2	0	0	0	0	P F P P
NUMBER TEST DE (NFER2)	0	2	2	0	0	2	0	1	1	0	1	1	1	1	1	1	1	1	2	2	1	0	2	1	0	1	0	0	1	0	0	3	0	0	0	2	P G F P
STANFORD DIAGNOSTIC ARITHMETIC TEST - LEVEL II Concepts of Numbers and Numerals Number System and Operations (HBJ)	3	1	2	0	0	2	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	1	1	1	1	0	1	0	1	1	0	2	0	0	2	2	F G F P
STANFORD DIAGNOSTIC ARITHMETIC TEST - LEVEL II Concepts of Numbers and Numerals Total (HBJ)	3	1	1	0	0	2	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	0	1	1	1	0	1	0	1	1	0	3	0	0	3	2	P G F F
16. PERFORMING ARITHMETIC OPERATIONS																																					
ACADEMIC PROMISE TESTS Numerical (PC)	2	1	0	1	1	2	2	1	2	0	1	1	1	1	1	1	1	0	1	2	1	1	2	1	1	1	0	1	1	1	0	0	2	1	3	1	F F G P
AMERICAN SCHOOL ACHIEVEMENT TESTS - INTERMEDIATE BATTERY Arithmetic Average (BMC)	3	2	1	0	0	0	0	1	2	0	1	1	1	1	0	1	1	0	2	2	1	0	2	1	1	0	1	1	1	1	0	0	0	1	0	0	P F F P
AMERICAN SCHOOL ACHIEVEMENT TESTS - INTERMEDIATE BATTERY Arithmetic Computation (BMC)	3	2	2	0	0	0	0	1	2	0	1	1	1	1	0	1	1	0	2	2	1	1	2	1	1	1	1	1	1	1	0	0	0	1	0	2	P F G P
ARITHMETIC ACHIEVEMENT TESTS - LEVEL 5 Computation (BMC)	2	2	2	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	1	2	1	1	1	0	0	1	1	0	0	0	1	3	2	P G F P
ARITHMETIC ACHIEVEMENT TESTS - LEVEL 5 Total (BMC)	2	2	1	0	0	2	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	0	2	1	1	1	0	0	1	1	0	3	0	1	3	2	P G F F
ARITHMETIC ACHIEVEMENT TESTS - LEVEL 6 Computation (BMC)	2	2	2	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	1	2	1	1	1	0	0	1	1	0	0	0	1	3	2	P G F P
ARITHMETIC ACHIEVEMENT TESTS - LEVEL 6 Total (BMC)	2	2	1	0	0	2	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	0	2	1	1	1	0	0	1	1	0	3	0	1	3	2	P G F F
BASIC EDUCATIONAL SKILLS INVENTORY, MATH - LEVEL B Total (SEI)	0	2	2	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	2	0	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
BASIC SKILLS IN ARITHMETIC TEST (SRA)	2	2	2	0	0	0	0	1	2	0	1	1	1	0	0	1	0	1	2	2	1	0	1	1	1	1	0	0	1	1	0	2	0	0	3	2	P F F F
CALIFORNIA ACHIEVEMENT TESTS - LEVEL 4 Mathematics Computation (CTB)	3	2	2	0	0	2	0	1	2	1	1	1	1	1	1	1	1	1	1	2	1	1	2	0	1	1	0	1	1	2	0	2	0	1	3	2	F G G F
CALIFORNIA ACHIEVEMENT TESTS - LEVEL 4 Mathematics Total (CTB)	3	2	1	0	0	2	0	1	2	1	1	1	1	1	1	1	1	1	1	2	1	0	2	0	1	1	0	1	1	2	0	3	0	1	3	2	F G F F
COMPREHENSIVE TESTS OF BASIC SKILLS - LEVEL 2 Arithmetic Computation (CTB)	3	2	2	0	0	2	0	1	2	1	1	1	1	1	1	1	1	1	2	2	1	0	2	1	1	1	0	1	1	2	2	3	2	1	1	2	F G G F
COMPREHENSIVE TESTS OF BASIC SKILLS - LEVEL 2 Arithmetic Total (CTB)	3	2	1	0	0	2	0	1	2	1	1	1	1	1	1	1	1	1	2	2	1	0	2	1	1	1	0	1	1	2	2	3	2	1	1	2	F G G F

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent / Factorial	Experimental/ Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
COMPREHENSIVE TESTS OF BASIC SKILLS - LEVEL 3 Arithmetic Computation (CTB)	3	2	2	0	0	0	0	1	2	2	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	1	1	2	2	3	2	1	3	2	P G G G
COMPREHENSIVE TESTS OF BASIC SKILLS - LEVEL 3 Arithmetic Total (CTB)	3	2	1	0	0	0	0	1	2	2	1	1	1	1	1	1	1	1	2	2	1	0	2	1	1	1	0	1	1	2	2	3	2	1	3	2	P G G G
COMPREHENSIVE TESTS OF BASIC SKILLS, EXPANDED EDITION - LEVEL 2 Mathematics Computation (CTB)	3	2	2	0	0	1	0	1	2	1	1	1	1	1	1	1	1	1	2	2	1	0	2	1	1	1	0	1	1	0	0	3	2	1	1	2	F G F F
COMPREHENSIVE TESTS OF BASIC SKILLS, EXPANDED EDITION - LEVEL 3 Mathematics Computation (CTB)	3	2	2	0	0	1	0	1	2	1	1	1	1	1	1	1	1	1	2	2	1	0	2	1	1	1	0	1	1	0	0	3	2	1	3	2	F G F F
COMPREHENSIVE TESTS OF BASIC SKILLS, EXPANDED EDITION - LEVEL 3 Mathematics Total Mathematics (CTB)	3	2	1	0	0	1	0	1	2	1	1	1	1	1	1	1	1	1	2	2	1	0	2	1	1	1	0	1	1	0	0	3	2	1	3	2	P G F F
DOMINION SURVEY TEST OF ARITHMETIC FUNDAMENTALS - GRADES 5-8 Total (GCT)	0	2	2	0	0	0	0	1	1	0	1	1	1	1	1	1	1	0	2	2	1	1	1	0	1	1	0	0	1	0	0	0	0	1	3	2	P F F P
EDUCATIONAL DEVELOPMENT SERIES - ELEMENTARY LEVEL Mathematics (STS)	1	1	1	0	0	2	0	1	1	0	1	1	1	0	1	1	1	0	2	2	1	0	2	1	1	1	0	0	1	1	2	2	0	1	3	1	P F F F
MATHEMATICS TEST FOR GRADES FOUR, FIVE AND SIX Total (PA)	1	1	0	0	0	0	0	1	1	0	1	1	0	0	0	0	1	1	2	2	1	0	2	0	1	1	0	0	1	0	0	3	0	0	3	2	P F F F
NATIONAL ACHIEVEMENT TESTS FOR GRADES 3-8 Arithmetic Test - Fundamentals (PA)	0	2	2	0	0	0	0	1	2	0	1	1	1	0	0	0	1	1	2	2	1	0	1	0	0	1	1	0	1	0	0	0	0	0	0	0	P F P P
PRESCRIPTIVE TEACHING SERIES Math Skills (PEI)	1	1	0	0	0	0	0	0	1	0	0	1	0	0	1	1	0	1	1	0	1	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	P P P P
PUBLIC SCHOOL ACHIEVEMENT TESTS Arithmetic Computation (BMC)	1	2	2	0	0	0	0	1	2	0	1	1	1	0	1	0	1	1	2	2	1	0	1	0	1	0	1	0	1	1	0	0	0	1	0	1	P F F P
SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS - SERIES II, 4A AND 4B Mathematics Computation (ETS)	3	1	2	0	0	2	0	1	2	2	1	1	1	1	1	1	1	0	2	2	1	0	2	1	1	1	0	1	1	0	0	3	0	1	3	2	F G F F
SRA ASSESSMENT SURVEY, ACHIEVEMENT SERIES - GREEN LEVEL Mathematics Computation (SRA)	2	1	2	0	0	1	0	1	2	1	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	1	1	1	1	0	2	0	1	3	2	P G G F
SRA ASSESSMENT SURVEY, ACHIEVEMENT SERIES - GREEN LEVEL Mathematics Total (SRA)	2	1	1	0	0	2	0	1	2	1	1	1	1	1	1	1	1	0	2	2	1	0	2	1	1	1	1	1	1	1	0	3	0	1	3	2	P G G F
WATSON DIAGNOSTIC MATHEMATICS TEST - JUNIOR Grand Total (BSC)	0	2	2	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P G P P
WATSON DIAGNOSTIC MATHEMATICS TEST - JUNIOR Part I (BSC)	0	1	2	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P G P P
WATSON DIAGNOSTIC MATHEMATICS TEST - JUNIOR Part II (BSC)	0	1	2	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P G P P
WATSON DIAGNOSTIC MATHEMATICS TEST - JUNIOR Part III (BSC)	0	1	2	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P G P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent / Factorial	Experimental / Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
16A. Whole-Number Computation																																					
A.C.E.R. ARITHMETIC TEST Addition (ACER)	3	0	2	0	0	0	0	1	2	0	1	0	1	1	1	0	1	0	2	2	1	1	1	1	1	1	1	0	1	1	0	0	0	1	3	1	P F F P
A.C.E.R. ARITHMETIC TEST Division (ACER)	3	0	2	0	0	0	0	1	0	0	1	0	1	1	0	0	1	0	2	2	1	1	1	1	1	1	1	0	1	1	0	0	0	1	3	1	P P F P
A.C.E.R. ARITHMETIC TEST Multiplication (ACER)	3	0	2	0	0	0	0	1	2	0	1	0	1	1	1	0	1	0	2	2	1	1	1	1	1	1	1	0	1	1	0	0	0	1	3	1	P F F P
A.C.E.R. ARITHMETIC TEST Subtraction (ACER)	3	0	2	0	0	0	0	1	2	0	1	0	1	1	1	0	1	0	2	2	1	1	1	1	1	1	1	0	1	1	0	0	0	1	3	1	P F F P
ACER MATHEMATICS TESTS Test AM 04 - Whole Numbers Computation (ACER)	3	2	2	0	0	0	0	1	2	2	1	1	1	1	1	1	1	1	2	2	1	0	1	0	1	1	0	0	1	0	0	3	0	1	0	1	P G P P
ANALYSIS OF LEARNING POTENTIAL - ELEMENTARY BATTERY Mathematics Composite Prognostic Score (HBJ)	2	2	2	0	0	2	2	1	1	0	1	1	1	1	1	1	1	0	2	2	1	1	2	1	1	0	0	1	1	1	0	3	2	1	3	2	F F F F
ARITHMETIC ACHIEVEMENT TESTS - LEVEL 4 Computation (BMC)	2	2	2	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	1	2	1	1	0	0	0	1	1	0	0	0	1	0	0	P G F P
ARITHMETIC ACHIEVEMENT TESTS - LEVEL 4 Total (BMC)	2	2	1	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	0	2	1	1	0	0	0	1	1	0	0	0	1	0	0	P G F P
BASIC EDUCATIONAL SKILLS INVENTORY, MATH - LEVEL B Addition Facts (SEI)	0	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
BASIC EDUCATIONAL SKILLS INVENTORY, MATH - LEVEL B Addition Problems (SEI)	0	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
BASIC EDUCATIONAL SKILLS INVENTORY, MATH - LEVEL B Division Problems (SEI)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
BASIC EDUCATIONAL SKILLS INVENTORY, MATH - LEVEL B Multiplication Facts (SEI)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
BASIC EDUCATIONAL SKILLS INVENTORY, MATH - LEVEL B Multiplication Problems (SEI)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
BASIC EDUCATIONAL SKILLS INVENTORY, MATH - LEVEL B Subtraction Facts (SEI)	0	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
BASIC EDUCATIONAL SKILLS INVENTORY, MATH - LEVEL B Subtraction Problems (SEI)	0	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
CALIFORNIA ACHIEVEMENT TESTS - LEVEL 3 Mathematics Computation (CTB)	3	2	2	0	0	2	0	1	2	1	1	1	1	1	1	1	1	1	1	2	1	0	2	0	1	1	0	1	1	2	0	3	2	1	2	2	F G F F
CALIFORNIA ACHIEVEMENT TESTS - LEVEL 3 Mathematics Total (CTB)	3	2	1	0	0	2	0	1	2	1	1	1	1	1	1	1	1	1	1	2	1	0	2	0	1	1	0	1	1	2	0	3	2	1	3	2	F G F F

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
COMPREHENSIVE TESTS OF BASIC SKILLS, EXPANDED EDITION - LEVEL 2 Mathematics Total Mathematics (CTB)	3	2	1	0	0	2	0	1	2	1	1	1	1	1	1	1	1	1	2	2	1	0	2	1	1	1	0	1	1	0	0	3	2	1	3	2	F G F F
DIAGNOSTIC CHART FOR FUNDAMENTAL PROCESSES IN ARITHMETIC (BMC)	2	2	2	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P G P P
DIAGNOSTIC NUMBER TEST 1 (ACER)	2	2	2	0	0	0	0	1	2	0	1	0	0	0	1	1	1	1	2	2	1	0	1	1	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
DIAGNOSTIC NUMBER TEST 2 (ACER)	2	1	2	0	0	0	0	1	2	0	1	0	0	0	1	1	1	1	2	2	1	0	1	1	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
DIAGNOSTIC TESTS AND SELF-HELPS IN ARITHMETIC Diagnostic Test in Addition Facts (CTB)	0	1	2	0	0	0	0	0	2	0	1	1	1	1	0	1	1	1	2	2	1	1	1	0	0	0	0	0	1	2	0	0	0	0	0	0	P F F P
DIAGNOSTIC TESTS AND SELF-HELPS IN ARITHMETIC Diagnostic Test in Addition of Whole Numbers (CTB)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	2	1	1	1	0	0	0	0	0	1	2	0	0	0	0	0	0	P F F P
DIAGNOSTIC TESTS AND SELF-HELPS IN ARITHMETIC Diagnostic Test in Division by One-Place Numbers (CTB)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	2	1	1	1	0	0	0	0	0	1	2	0	0	0	0	0	0	P F F P
DIAGNOSTIC TESTS AND SELF-HELPS IN ARITHMETIC Diagnostic Test in Division by Two-Place Numbers (CTB)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	2	1	1	1	0	0	0	0	0	1	2	0	0	0	0	0	0	P F F P
DIAGNOSTIC TESTS AND SELF-HELPS IN ARITHMETIC Diagnostic Test in Division Facts (CTB)	0	1	2	0	0	0	0	0	2	0	1	1	1	1	0	1	1	1	2	2	1	1	1	0	0	0	0	0	1	2	0	0	0	0	0	0	P F F P
DIAGNOSTIC TESTS AND SELF-HELPS IN ARITHMETIC Diagnostic Test in Multiplication Facts (CTB)	0	1	2	0	0	0	0	0	2	0	1	1	1	1	0	1	1	1	2	2	1	1	1	0	0	0	0	0	1	2	0	0	0	0	0	0	P F F P
DIAGNOSTIC TESTS AND SELF-HELPS IN ARITHMETIC Diagnostic Test in Multiplication of Whole Numbers (CTB)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	2	1	1	1	0	0	0	0	0	1	2	0	0	0	0	0	0	P F F P
DIAGNOSTIC TESTS AND SELF-HELPS IN ARITHMETIC Diagnostic Test in Subtraction Facts (CTB)	0	1	2	0	0	0	0	0	2	0	1	1	1	1	0	1	1	1	2	2	1	1	1	0	0	0	0	0	1	2	0	0	0	0	0	0	P F F P
DIAGNOSTIC TESTS AND SELF-HELPS IN ARITHMETIC Diagnostic Test in Subtraction of Whole Numbers (CTB)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	2	1	1	1	0	0	0	0	0	1	2	0	0	0	0	0	0	P F F P
DIAGNOSTIC TESTS AND SELF-HELPS IN ARITHMETIC Diagnostic Test in Uneven Division Facts (CTB)	0	1	2	0	0	0	0	0	2	0	1	1	1	1	0	1	1	1	2	2	1	1	1	0	0	0	0	0	1	2	0	0	0	0	0	0	P F F P
DIAGNOSTIC TESTS AND SELF-HELPS IN ARITHMETIC Screening Test in Whole Numbers Addition (CTB)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	2	1	1	1	0	0	0	0	0	1	2	0	0	0	0	0	0	P F F P
DIAGNOSTIC TESTS AND SELF-HELPS IN ARITHMETIC Screening Test in Whole Numbers Division (CTB)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	2	1	1	1	0	0	0	0	0	1	2	0	0	0	0	0	0	P F F P
DIAGNOSTIC TESTS AND SELF-HELPS IN ARITHMETIC Screening Test in Whole Numbers Multiplication (CTB)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	2	1	1	1	0	0	0	0	0	1	2	0	0	0	0	0	0	P F F P
DIAGNOSTIC TESTS AND SELF-HELPS IN ARITHMETIC Screening Test in Whole Numbers Subtraction (CTB)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	2	1	1	1	0	0	0	0	0	1	2	0	0	0	0	0	0	P F F P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT					COMPREHENSION			INSTRUCTIONS			FORMAT					ADMINISTRATION					INTERPRETATION						RELIABILITY						
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational	CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence	POWER/SPEED TEST	RECORDING ANSWERS	Testing Group Size	Administrator	Time	EASE OF SCORING	QUALITY OF MANUAL	Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter	CAN DECISIONS BE MADE?	Test – Retest	Internal Consistency	Alternate Form	REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
DOMINION SURVEY TEST OF ARITHMETIC FUNDAMENTALS - GRADES 5-8 Whole Numbers (GCT)	0	2	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	0	2	2	1	1	1	0	1	1	0	0	1	0	0	0	0	1	0	2	P G F P
DOMINION SURVEY TEST OF ARITHMETIC FUNDAMENTALS, GRADES 3-5 Addition (GCT)	0	0	2	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	2	2	1	1	1	0	1	1	0	0	1	0	0	0	0	0	0	2	P G F P
DOMINION SURVEY TEST OF ARITHMETIC FUNDAMENTALS, GRADES 3-5 Division (GCT)	0	0	2	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	2	2	1	1	1	0	1	1	0	0	1	0	0	0	0	0	1	2	P F F P
DOMINION SURVEY TEST OF ARITHMETIC FUNDAMENTALS, GRADES 3-5 Multiplication (GCT)	0	0	2	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	2	2	1	1	1	0	1	1	0	0	1	0	0	0	0	0	0	2	P F F P
DOMINION SURVEY TEST OF ARITHMETIC FUNDAMENTALS, GRADES 3-5 Subtraction (GCT)	0	0	2	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	2	2	1	1	1	0	1	1	0	0	1	0	0	0	0	0	0	2	P G F P
DOMINION SURVEY TEST OF ARITHMETIC FUNDAMENTALS, GRADES 3-5 Total (GCT)	0	2	2	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	2	2	1	1	1	0	1	1	0	0	1	0	0	0	0	0	3	2	P F F P
EASY STEPS IN ARITHMETIC: NUMBER (ACER)	1	2	2	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	0	2	0	0	0	0	0	1	1	0	0	0	0	0	0	/ G P P
EMPORIA INTERMEDIATE ARITHMETIC TEST Test I (BEM)	1	2	1	0	0	0	0	1	2	0	1	1	1	0	1	1	1	0	2	2	1	0	1	0	1	0	0	0	1	1	0	3	0	1	3	1	P F P F
EMPORIA INTERMEDIATE ARITHMETIC TEST Test II (BEM)	1	2	1	0	0	0	0	1	2	0	1	1	1	0	1	1	1	0	2	2	1	0	1	0	1	0	0	0	1	1	0	3	0	1	3	1	P F P F
GRADED ARITHMETIC-MATHEMATICS TEST (NFER)	0	2	1	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	2	1	1	1	1	0	0	0	0	0	1	0	0	0	0	1	0	0	P F P P
GRAY-VOTAW-ROGERS GENERAL ACHIEVEMENT TEST - INTERMEDIATE Arithmetic Computation (SV)	1	2	1	0	0	0	0	1	2	0	1	1	1	1	1	1	1	0	2	2	1	1	2	1	1	0	1	0	1	0	0	2	0	0	3	1	P G F P
GROUP DIAGNOSTIC READING APTITUDE AND ACHIEVEMENT TESTS Arithmetic Computation (CHN)	0	2	1	0	0	0	0	1	2	0	1	1	1	0	0	0	1	0	2	2	1	1	1	0	1	1	0	0	1	1	0	0	0	1	0	2	P F F P
GUILFORD-ZIMMERMAN APTITUDE SURVEY, PART III NUMERICAL Operations (SPS)	0	2	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	2	0	1	1	0	0	1	0	0	0	0	1	0	0	P G F P
INITIAL LEARNING ASSESSMENT Academic Achievements Mathematics (ATP)	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
INTERNATIONAL PRIMARY FACTORS TEST BATTERY Addition (ITI)	1	0	2	2	0	0	0	1	2	0	1	1	1	1	0	0	1	0	2	2	1	1	2	0	0	1	0	0	1	1	0	0	0	0	2	2	P F F P
KEY MATH DIAGNOSTIC ARITHMETIC TEST Addition (AGS)	3	1	2	0	0	0	0	0	2	0	1	0	0	0	1	1	1	1	2	0	1	0	1	1	0	0	0	0	1	0	0	2	0	0	0	0	P F P P
KEY MATH DIAGNOSTIC ARITHMETIC TEST Division (AGS)	3	1	2	0	0	0	0	0	2	0	1	0	0	0	1	1	1	1	2	0	1	0	1	1	0	0	0	0	1	0	0	2	0	0	0	0	P F P P
KEY MATH DIAGNOSTIC ARITHMETIC TEST Mental Computation (AGS)	3	1	2	0	0	0	0	0	2	0	1	0	0	0	1	1	1	1	2	0	1	0	2	1	0	0	0	0	1	0	0	2	0	0	0	0	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE "MADE"	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent / Factorial	Experimental/ Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test - Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
KEY MATH DIAGNOSTIC ARITHMETIC TEST Multiplication (AGS)	3	1	2	0	0	0	0	0	2	0	1	0	0	0	1	1	1	1	2	0	1	0	1	1	0	0	0	0	1	0	0	2	0	0	0	0	P F P P
KEY MATH DIAGNOSTIC ARITHMETIC TEST Subtraction (AGS)	3	1	2	0	0	0	0	0	2	0	1	0	0	0	1	1	1	1	2	0	1	0	1	1	0	0	0	0	1	0	0	2	0	0	0	0	P F P P
KEY MATH DIAGNOSTIC ARITHMETIC TEST Total Test (AGS)	3	2	0	0	0	0	0	0	2	0	1	0	0	0	1	1	1	1	2	0	1	0	0	1	1	1	1	0	1	0	0	1	0	0	0	2	P F P F
MATHEMATICS TEST FOR GRADES FOUR, FIVE AND SIX Addition and Subtraction of Whole Numbers (PA)	1	1	2	0	0	0	0	1	2	0	1	1	1	0	0	0	1	1	2	[illegible]	1	1	2	0	1	1	0	0	1	0	0	2	0	0	1	2	P F F P
MATHEMATICS TEST FOR GRADES FOUR, FIVE AND SIX Division of Whole Numbers (PA)	1	0	2	0	0	0	0	1	2	0	1	1	1	0	0	0	1	1	2	2	1	1	2	0	1	1	0	0	1	0	0	2	0	0	0	2	P F F P
MATHEMATICS TEST FOR GRADES FOUR, FIVE AND SIX Multiplication of Whole Numbers (PA)	1	0	2	0	0	0	0	1	2	0	1	1	1	0	0	0	1	1	2	2	1	1	2	0	1	1	0	0	1	0	0	2	0	0	0	2	P F F P
MATHEMATICS TOPIC TESTS Addition and Subtraction with Whole Numbers (GCT)	2	1	1	0	0	0	0	1	2	0	1	1	0	0	0	1	1	1	2	2	1	1	2	0	0	0	0	0	1	2	0	0	0	0	0	0	P F F P
MATHEMATICS TOPIC TESTS Multiplication and Division with Whole Numbers (GCT)	2	1	1	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	1	2	0	0	0	[illegible]	0	1	2	0	0	0	0	0	0	P G F P
METROPOLITAN ACHIEVEMENT TESTS - INTERMEDIATE Mathematics Computation (HBJ)	3	2	1	0	0	2	0	1	2	0	1	1	0	1	1	1	1	1	2	2	1	1	2	1	1	0	0	1	1	2	0	2	0	1	3	2	F G G F
MODERN MATH DIAGNOSTIC TEST SHEETS Addition of Whole Numbers (TPC)	1	0	2	0	0	0	0	1	2	0	1	0	0	0	1	0	1	1	2	2	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
MODERN MATH DIAGNOSTIC TEST SHEETS Division of Whole Numbers (TPC)	1	0	2	0	0	0	0	1	2	0	1	0	0	0	1	0	1	1	2	2	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
MODERN MATH DIAGNOSTIC TEST SHEETS Multiplication of Whole Numbers (TPC)	1	0	2	0	0	0	0	1	2	0	1	0	0	0	1	0	1	1	2	2	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
MODERN MATH DIAGNOSTIC TEST SHEETS Subtraction of Whole Numbers (TPC)	1	0	2	0	0	0	0	1	2	0	1	0	0	0	1	0	1	1	2	2	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
PRIMARY MENTAL ABILITIES - GRADES 4-6 Number Facility (SRA)	1	0	1	1	0	2	2	1	1	0	1	1	1	1	1	1	1	0	2	2	1	1	2	1	1	1	1	1	1	0	3	0	0	1	2	2	P F G F
SCHONELL DIAGNOSTIC ARITHMETIC TESTS Addition (ACER)	0	1	2	0	0	0	0	1	1	0	1	0	0	0	0	1	1	0	2	2	1	0	1	1	1	1	0	0	1	1	0	0	0	0	0	2	P P F P
SCHONELL DIAGNOSTIC ARITHMETIC TESTS Division (ACER)	0	1	2	0	0	0	0	1	2	0	1	0	0	0	0	1	1	0	2	2	1	0	1	1	1	1	0	0	1	1	0	0	0	0	0	2	P F F P
SCHONELL DIAGNOSTIC ARITHMETIC TESTS Graded Addition (ACER)	0	1	2	0	0	0	0	1	2	0	1	0	0	0	0	1	1	0	2	2	1	0	1	1	1	1	0	0	1	1	0	3	0	0	0	2	P F F P
SCHONELL DIAGNOSTIC ARITHMETIC TESTS Graded Division (ACER)	0	1	2	0	0	0	0	1	2	0	1	0	0	0	0	1	1	0	2	2	1	0	1	1	1	1	0	0	1	1	0	3	0	0	0	2	P F F P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent / Factorial	Experimental / Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administr. Ier	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-P
SCHONELL DIAGNOSTIC ARITHMETIC TESTS Graded Multiplication Test 8A (ACER)	0	1	2	0	0	0	0	1	2	0	1	0	0	0	0	1	1	0	2	2	1	0	1	1	1	1	0	0	1	1	0	3	0	0	0	2	P F F P
SCHONELL DIAGNOSTIC ARITHMETIC TESTS Graded Multiplication Test 8B (ACER)	0	1	2	0	0	0	0	1	2	0	1	0	0	0	0	1	1	0	2	2	1	0	1	1	1	1	0	0	1	1	0	0	0	0	0	2	P F F P
SCHONELL DIAGNOSTIC ARITHMETIC TESTS Graded Subtraction (ACER)	0	1	2	0	0	0	0	1	2	0	1	0	0	0	0	1	1	0	2	2	1	0	1	1	1	1	0	0	1	1	0	3	0	0	0	2	P F F P
SCHONELL DIAGNOSTIC ARITHMETIC TESTS Long Division (Easy Steps) (ACER)	0	1	2	0	0	0	0	1	2	0	1	0	0	0	0	1	1	0	2	2	1	0	1	1	1	1	0	0	1	1	0	3	0	0	0	2	P F F P
SCHONELL DIAGNOSTIC ARITHMETIC TESTS Long Division (Harder Steps) (ACER)	0	1	2	0	0	0	0	1	2	0	1	0	0	0	0	1	1	0	2	2	1	0	1	1	1	1	0	0	1	1	0	3	0	0	0	2	P F F P
SCHONELL DIAGNOSTIC ARITHMETIC TESTS Miscellaneous (ACER)	0	2	2	0	0	0	0	1	1	0	1	0	0	0	0	1	1	0	2	2	1	0	1	1	1	1	0	0	1	1	0	0	0	0	0	2	P P F P
SCHONELL DIAGNOSTIC ARITHMETIC TESTS Multiplication (ACER)	0	1	2	0	0	0	0	1	1	0	1	0	0	0	0	1	1	0	2	2	1	0	1	1	1	1	0	0	1	1	0	0	0	0	0	2	P P F P
SCHONELL DIAGNOSTIC ARITHMETIC TESTS Subtraction (ACER)	0	1	2	0	0	0	0	1	1	0	1	0	0	0	0	1	1	0	2	2	1	0	1	1	1	1	0	0	1	1	0	0	0	0	0	2	P P F P
SRA ASSESSMENT SURVEY, ACHIEVEMENT SERIES - BLUE LEVEL Mathematics Computation (SRA)	2	1	2	0	0	1	0	1	2	1	1	1	1	1	1	1	1	0	2	2	1	1	2	1	1	1	1	1	1	1	0	3	0	1	0	2	P G G P
SRA ASSESSMENT SURVEY, ACHIEVEMENT SERIES - BLUE LEVEL Mathematics Total (SRA)	2	1	1	0	0	2	0	1	2	1	1	1	1	1	1	1	1	0	2	2	1	0	2	1	1	1	1	1	1	1	0	3	0	1	0	2	P G G P
STANFORD ACHIEVEMENT TEST - INTERMEDIATE LEVEL I Mathematics Computation (HBJ)	3	2	1	0	0	0	0	1	2	2	1	1	1	1	0	1	1	1	2	2	1	1	2	1	1	1	0	1	1	2	0	3	0	1	1	2	P G G P
STANFORD ACHIEVEMENT TEST - INTERMEDIATE LEVEL II Mathematics Computation (HBJ)	3	2	1	0	0	0	0	1	2	2	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	1	1	2	0	2	0	1	2	2	P G G P
STANFORD ACHIEVEMENT TEST - INTERMEDIATE LEVEL II Total Mathematics (HBJ)	3	2	1	0	0	0	0	1	2	2	1	1	1	1	1	1	1	0	2	2	1	0	2	1	1	1	0	1	1	2	0	0	0	1	1	2	P G G P
STANFORD DIAGNOSTIC ARITHMETIC TEST - LEVEL II Computation with Whole Numbers Addition and Subtraction (HBJ)	3	1	2	0	0	1	0	1	2	0	1	1	1	0	1	1	1	1	1	2	1	1	1	1	1	0	1	0	1	1	0	2	0	1	0	2	F F F P
STANFORD DIAGNOSTIC ARITHMETIC TEST - LEVEL II Computation with Whole Numbers Division (HBJ)	3	1	2	0	0	2	0	1	2	0	1	1	1	0	0	1	1	1	1	2	1	1	1	1	1	1	1	0	1	1	0	3	0	1	0	2	F F F P
STANFORD DIAGNOSTIC ARITHMETIC TEST - LEVEL II Computation with Wholr Numbers Multiplication (HBJ)	3	1	2	0	0	1	0	1	2	0	1	1	1	0	1	1	1	1	1	2	1	1	1	1	1	0	1	0	1	1	0	3	0	1	0	2	P F F P
STANFORD DIAGNOSTIC ARITHMETIC TEST - LEVEL II Computation with Whole Numbers Total (HBJ)	3	2	2	0	0	2	0	1	2	[illegible]	1	1	1	0	0	1	1	1	1	2	1	0	1	1	1	0	1	0	1	1	0	3	0	1	1	2	F F F P
STANFORD DIAGNOSTIC ARITHMETIC TEST - LEVEL II Number Facts Addition (HBJ)	3	0	2	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	1	1	1	0	1	0	0	1	2	0	0	0	0	0	0	P G F P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test - Retest	Internal Consistency	Alternate Form				
Rating Range	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-F-P
STANFORD DIAGNOSTIC ARITHMETIC TEST - LEVEL II Number Facts Carrying (HBJ)	3	1	2	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	1	1	1	0	1	0	0	1	2	0	0	0	0	0	0	P G F P
STANFORD DIAGNOSTIC ARITHMETIC TEST - LEVEL II Number Facts Division (HBJ)	3	0	2	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	1	1	1	0	1	0	0	1	2	0	0	0	0	0	0	P G F P
STANFORD DIAGNOSTIC ARITHMETIC TEST - LEVEL II Number Facts Multiplication (HBJ)	3	0	2	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	1	1	1	0	1	0	0	1	2	0	0	0	0	0	0	P G F P
STANFORD DIAGNOSTIC ARITHMETIC TEST - LEVEL II Number Facts Subtraction (HBJ)	3	0	2	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	1	1	1	0	1	0	0	1	2	0	0	0	0	0	0	P G F P
WIDE RANGE ACHIEVEMENT TEST - LEVEL I Arithmetic (GAD)	0	2	1	0	1	1	0	1	2	0	1	1	1	0	0	1	1	0	2	1	1	1	1	1	1	1	1	0	1	1	0	3	2	1	3	2	F F F F
WIDE RANGE INTELLIGENCE AND PERSONALITY TEST Arithmetic (GAD)	0	2	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	0	2	2	1	1	1	0	0	1	0	0	1	0	0	2	0	1	0	1	F F P P
IXB. Computation with Fractions																																					
BASIC EDUCATIONAL SKILLS INVENTORY, MATH - LEVEL B Addition of Fractions (SEI)	0	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P G P P
BASIC EDUCATIONAL SKILLS INVENTORY, MATH - LEVEL B Division of Fractions (SEI)	0	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P G P P
BASIC EDUCATIONAL SKILLS INVENTORY, MATH - LEVEL B Multiplication of Fractions (SEI)	0	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P G P P
BASIC EDUCATIONAL SKILLS INVENTORY, MATH - LEVEL B Renaming (Reduction) of Fractions (SEI)	0	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P G P P
BASIC EDUCATIONAL SKILLS INVENTORY, MATH - LEVEL B Subtraction of Fractions (SEI)	0	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P G P P
DIAGNOSTIC TESTS AND SELF-HELPS IN ARITHMETIC Diagnostic Test in Addition of Like Fractions (CTB)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	2	1	1	1	0	0	0	0	0	1	2	0	0	0	0	0	0	P F F P
DIAGNOSTIC TESTS AND SELF-HELPS IN ARITHMETIC Diagnostic Test in Addition of Unlike Fractions (CTB)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	2	1	1	1	0	0	0	0	0	1	2	0	0	0	0	0	0	P F F P
DIAGNOSTIC TESTS AND SELF-HELPS IN ARITHMETIC Diagnostic Test in Division of Fractions (CTB)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	2	1	1	1	0	0	0	0	0	1	2	0	0	0	0	0	0	P F F P
DIAGNOSTIC TESTS AND SELF-HELPS IN ARITHMETIC Diagnostic Test in Multiplication of Fractions (CTB)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	2	1	1	1	0	0	0	0	0	1	2	0	0	0	0	0	0	P F F P
DIAGNOSTIC TESTS AND SELF-HELPS IN ARITHMETIC Diagnostic Test in Regrouping Fractions (CTB)	0	1	2	0	0	0	0	0	2	[illegible]	1	1	1	0	1	1	1	1	2	2	1	1	1	0	0	0	0	0	1	2	0	0	0	0	0	0	P F F P
DIAGNOSTIC TESTS AND SELF-HELPS IN ARITHMETIC Diagnostic Test in Subtraction of Like Fractions (CTB)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	2	1	1	1	0	0	0	0	0	1	2	0	0	0	0	0	0	P F F P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION		INSTRUCTIONS			FORMAT				POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent / Factorial	Experimental/ Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-F-P
DIAGNOSTIC TESTS AND SELF-HELPS IN ARITHMETIC Diagnostic Test in Subtraction of Unlike Fractions (CTB)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	2	1	1	1	0	0	0	0	0	1	2	0	0	0	0	0	0	P F F P
DIAGNOSTIC TESTS AND SELF-HELPS IN ARITHMETIC Screening Tests in Fractions Addition (CTB)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	2	1	1	1	0	0	0	0	0	1	2	0	0	0	0	0	0	P F F P
DIAGNOSTIC TESTS AND SELF-HELPS IN ARITHMETIC Screening Tests in Fractions Division (CTB)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	2	1	1	1	0	0	0	0	0	1	2	0	0	0	0	0	0	P F F P
DIAGNOSTIC TESTS AND SELF-HELPS IN ARITHMETIC Screening Test in Fractions Multiplication (CTB)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	2	1	1	1	0	0	0	0	0	1	2	0	0	0	0	0	0	P F F P
DIAGNOSTIC TESTS AND SELF-HELPS IN ARITHMETIC Screening Test in Fractions Subtraction (CTB)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	2	1	1	1	0	0	0	0	0	1	2	0	0	0	0	0	0	P F F P
DOMINION SURVEY TEST OF ARITHMETIC FUNDAMENTALS - GRADES 5-8 Fractions (GCT)	0	2	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	0	2	2	1	1	1	0	1	1	0	0	1	0	0	0	0	1	1	2	P G F P
DOMINION SURVEY TEST OF ARITHMETIC FUNDAMENTALS - GRADES 3-5 Fractions (GCT)	0	1	2	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	2	2	1	1	1	0	1	1	0	0	1	0	0	0	0	0	0	2	P F F P
EASY STEPS IN ARITHMETIC - FRACTIONS (ACER)	1	2	2	0	0	0	0	1	2	0	1	0	0	0	1	1	1	1	2	2	1	0	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
IOWA TESTS OF BASIC SKILLS, FORMS 1-4, GRADE 6 Arithmetic Skills Arithmetic Concepts (HMC)	3	1	1	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	2	2	1	1	2	1	1	1	0	1	1	2	2	2	2	1	3	2	P F G G
MATHEMATICS TEST FOR GRADES FOUR, FIVE AND SIX Common Fractions (PA)	1	1	2	0	0	0	0	1	2	0	1	1	1	0	0	0	1	1	2	2	1	1	2	0	1	1	0	0	1	0	0	2	0	0	1	2	P F F P
MATHEMATICS TOPIC TESTS Multiplication and Division with Fractions (GCT)	2	1	2	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	1	2	0	0	0	0	0	1	2	0	0	0	0	0	0	P G F P
MATHEMATICS TOPIC TESTS Operations with Fractions (GCT)	2	1	2	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	1	2	0	0	0	0	0	1	2	0	0	0	0	0	0	P G F P
MODERN MATH DIAGNOSTIC TEST SHEETS Addition of Fractional Numbers (TPC)	1	0	2	0	0	0	0	1	2	0	1	0	0	0	1	0	1	1	2	2	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
MODERN MATH DIAGNOSTIC TEST SHEETS Division of Fractional Numbers (TPC)	1	0	2	0	0	0	0	1	2	0	1	0	0	0	1	0	1	1	2	2	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
MODERN MATH DIAGNOSTIC TEST SHEETS Multiplication of Fractional Numbers (TPC)	1	0	2	0	0	0	0	1	2	0	1	0	0	0	1	0	1	1	2	2	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
MODERN MATH DIAGNOSTIC TEST SHEETS Subtraction of Fractional Numbers (TPC)	0	0	2	0	0	0	0	1	2	0	1	0	0	0	1	0	1	1	2	2	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
STANFORD DIAGNOSTIC ARITHMETIC TEST - LEVEL II Common Fractions Computation (HBJ)	3	2	2	0	0	2	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	1	1	1	1	1	1	0	1	1	0	3	0	1	2	2	F G F F
STANFORD DIAGNOSTIC ARITHMETIC TEST - LEVEL II Common Fractions Total (HBJ)	3	2	2	0	0	2	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	0	1	1	1	0	1	0	1	1	0	3	0	1	3	2	F G F F

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
STANFORD DIAGNOSTIC ARITHMETIC TEST - LEVEL II Common Fractions Understanding (HBJ)	3	0	1	0	0	2	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	1	1	1	1	0	1	0	1	1	0	3	0	1	1	2	P G F P
16C. Decimal and Percentage Computation																																					
BASIC EDUCATIONAL SKILLS INVENTORY, MATH - LEVEL B Addition of Decimals (SEI)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
BASIC EDUCATIONAL SKILLS INVENTORY, MATH - LEVEL B Decimal - Fraction - Percent Transformation (SEI)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
BASIC EDUCATIONAL SKILLS INVENTORY, MATH - LEVEL B Division of Decimals (SEI)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
BASIC EDUCATIONAL SKILLS INVENTORY, MATH - LEVEL B Multiplication of Decimals (SEI)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
BASIC EDUCATIONAL SKILLS INVENTORY, MATH - LEVEL B Subtraction of Decimals (SEI)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DIAGNOSTIC DECIMAL TESTS 1 (ACER)	2	0	2	0	0	0	0	1	2	0	1	0	0	0	1	1	1	1	2	2	1	1	1	1	0	0	0	0	1	1	0	0	0	0	0	0	P F F P
DIAGNOSTIC DECIMAL TESTS 2 (ACER)	2	0	2	0	0	0	0	1	1	0	1	0	0	0	1	1	1	1	2	2	1	0	1	1	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
DIAGNOSTIC DECIMAL TESTS 3 (ACER)	2	0	2	0	0	0	0	1	2	0	1	0	0	0	1	1	1	1	2	2	1	0	1	1	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
DIAGNOSTIC TESTS AND SELF-HELPS IN ARITHMETIC Diagnostic Test in Addition of Decimals (CTB)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	2	1	1	1	0	0	0	0	0	1	2	0	0	0	0	0	0	P F F P
DIAGNOSTIC TESTS AND SELF-HELPS IN ARITHMETIC Diagnostic Test in Division of Decimals (CTB)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	2	1	1	1	0	0	0	0	0	1	2	0	0	0	0	0	0	P F F P
DIAGNOSTIC TESTS AND SELF-HELPS IN ARITHMETIC Diagnostic Test in Multiplication of Decimals (CTB)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	2	1	1	1	0	0	0	0	0	1	2	0	0	0	0	0	0	P F F P
DIAGNOSTIC TESTS AND SELF-HELPS IN ARITHMETIC Diagnostic Test in Subtraction of Decimals (CTB)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	2	1	1	1	0	0	0	0	0	1	2	0	0	0	0	0	0	P F F P
DIAGNOSTIC TESTS AND SELF-HELPS IN ARITHMETIC Screening Test in Decimals Addition (CTB)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	2	1	1	1	0	0	0	0	0	1	2	0	0	0	0	0	0	P F F P
DIAGNOSTIC TESTS AND SELF-HELPS IN ARITHMETIC Screening Test in Decimals Division (CTB)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	2	1	1	1	0	0	0	0	0	1	2	0	0	0	0	0	0	P F F P
DIAGNOSTIC TESTS AND SELF-HELPS IN ARITHMETIC Screening Test in Decimals Multiplication (CTB)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	2	1	1	1	0	0	0	0	0	1	2	0	0	0	0	0	0	P F F P
DIAGNOSTIC TESTS AND SELF-HELPS IN ARITHMETIC Screening Test in Decimals Subtraction (CTB)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	2	1	1	1	0	0	0	0	0	1	2	0	0	0	0	0	0	P F F P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
DOMINION SURVEY TEST OF ARITHMETIC FUNDAMENTALS - GRADES 5-8 Decimals and Percentage (GCT)	0	2	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	0	2	2	1	1	1	0	1	1	0	0	1	0	0	0	0	1	0	2	P G F P
EASY STEPS IN ARITHMETIC - DECIMALS (ACER)	0	1	2	0	0	0	0	1	2	0	1	1	0	0	0	1	1	1	2	2	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
MATHEMATICS TEST FOR GRADES FOUR, FIVE AND SIX Decimal Fractions and Per Cent (PA)	1	1	2	0	0	0	0	1	1	0	1	1	1	0	0	0	1	1	2	2	1	1	2	0	1	1	0	0	1	0	0	1	0	0	0	2	P F F P
MODERN MATH DIAGNOSTIC TEST SHEETS Addition of Decimal Numbers (TPC)	1	0	2	0	0	0	0	1	2	0	1	0	0	0	1	0	1	1	2	2	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
MODERN MATH DIAGNOSTIC TEST SHEETS Division of Decimal Numbers (TPC)	1	0	2	0	0	0	0	1	2	0	1	0	0	0	1	0	1	1	2	2	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
MODERN MATH DIAGNOSTIC TEST SHEETS Multiplication of Decimal Numbers (TPC)	1	0	2	0	0	0	0	1	2	0	1	0	0	0	1	0	1	1	2	2	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
MODERN MATH DIAGNOSTIC TEST SHEETS Subtraction of Decimal Numbers (TPC)	1	0	2	0	0	0	0	1	2	0	1	0	0	0	1	0	1	1	2	2	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
STANFORD DIAGNOSTIC ARITHMETIC TEST - LEVEL II Decimal Fractions and Per Cent (HBJ)	3	2	2	0	0	1	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	1	1	1	1	0	1	0	1	1	0	2	0	1	3	2	F G F F
IV. APPLYING AND VALUING MATHEMATICS																																					
IVA. Solution of Word Problems																																					
ACER MATHEMATICS TESTS Test AM 04 - Whole Numbers Applications (ACER)	3	1	2	0	0	0	0	1	1	2	1	1	1	1	1	1	1	1	2	2	1	1	2	0	1	1	0	0	1	0	0	2	0	1	0	1	P G F P
ACER MATHEMATICS TESTS Test AM 05 - Money (Australian) (ACER)	3	1	1	0	0	0	0	1	0	2	0	1	1	1	1	0	1	1	2	2	1	0	2	0	1	1	0	0	1	0	0	2	0	1	0	1	P F F P
ACER MATHEMATICS TESTS Test AM 12 - Capacity and Volume (ACER)	3	1	0	0	0	0	0	1	2	0	1	1	1	1	1	0	1	1	2	2	1	0	2	0	0	0	0	0	1	0	0	0	0	1	0	0	P G P P
AMERICAN SCHOOL ACHIEVEMENT TESTS - INTERMEDIATE BATTERY Arithmetic Problems (BMC)	3	2	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	1	1	1	1	0	0	0	1	0	2	P G G P
ARITHMETIC ACHIEVEMENT TESTS - LEVEL 4 Concepts and Problems (BMC)	2	2	1	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	0	0	0	1	1	0	0	0	1	0	0	P G F P
ARITHMETIC ACHIEVEMENT TESTS - LEVEL 5 Concepts and Problems (BMC)	2	2	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	0	1	1	0	0	0	1	3	2	P G F P
ARITHMETIC ACHIEVEMENT TESTS - LEVEL 6 Concepts and Problems (BMC)	2	2	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	0	1	1	0	0	0	1	3	2	P G F P
ARMY ALPHA EXAMINATION, FIRST NEBRASKA REVISION Numerical (SPS)	2	2	1	0	0	0	0	1	1	0	1	1	1	1	0	1	1	0	2	2	1	1	2	0	1	1	0	0	1	0	0	0	0	0	2	1	P F F P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT					COMPREHENSION			INSTRUCTIONS			FORMAT					ADMINISTRATION					INTERPRETATION						RELIABILITY						
	Item Selection	% Goal Assessed	% Items Belonging	Divergent - Factorial	Experimental - Evaluational	CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence	POWER/SPEED TEST	RECORDING ANSWERS	Testing Group Size	Administrator	Time	EASE OF SCORING	QUALITY OF MANUAL	Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter	CAN DECISIONS BE MADE?	Test - Retest	Internal Consistency	Alternate Form	REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
CALIFORNIA ACHIEVEMENT TESTS - LEVEL 3 Mathematics Concepts and Problems (CTB)	3	2	1	0	0	2	0	1	2	1	1	1	1	1	1	1	1	1	1	2	1	1	2	0	1	1	0	1	1	2	0	3	2	1	2	2	F G G F
CALIFORNIA ALGEBRA APTITUDE TEST Part I: Problems (AGS)	2	2	2	0	0	0	0	1	1	0	1	0	1	0	1	1	1	0	2	2	1	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
CALIFORNIA ALGEBRA APTITUDE TEST Total (AGS)	2	1	1	0	0	0	0	1	1	0	1	0	1	0	1	1	1	0	2	2	1	0	1	0	1	1	0	0	1	1	0	0	0	0	0	0	P F F P
CALIFORNIA SHORT-FORM TEST OF MENTAL MATURITY - LEVEL 2 Numerical Reasoning (CTB)	2	1	1	0	0	1	0	1	2	0	1	1	0	1	0	1	0	0	2	2	1	1	2	1	1	1	1	1	1	0	0	2	0	1	0	2	P F G P
CALIFORNIA SHORT-FORM TEST OF MENTAL MATURITY - LEVEL 2H Numerical Reasoning (CTB)	2	1	2	1	0	0	0	1	2	0	1	1	1	1	0	1	0	0	2	2	1	1	2	1	1	1	1	1	1	0	0	2	0	1	1	2	P F G P
CANADIAN TESTS OF BASIC SKILLS, LEVELS EDITION - LEVEL 11 Mathematics Skills Mathematics Problem Solving (TNS)	3	2	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	1	0	1	1	2	2	0	1	3	2	P G G F
CANADIAN TESTS OF BASIC SKILLS, LEVELS EDITION - LEVEL 11 Mathematics Skills Total (TNS)	3	2	1	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	0	2	1	1	1	1	0	1	1	2	2	0	1	3	2	P G F F
CANADIAN TESTS OF BASIC SKILLS, LEVELS EDITION - LEVEL 12 Mathematics Skills Mathematics Problem Solving (TNS)	3	2	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	1	0	1	1	2	2	0	1	3	2	P G G F
CANADIAN TESTS OF BASIC SKILLS, LEVELS EDITION - LEVEL 12 Mathematics Skills Total (TNS)	3	2	1	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	0	2	1	1	1	1	0	1	1	2	2	0	1	3	2	P G F F
COMPREHENSIVE TESTS OF BASIC SKILLS - LEVEL 2 Arithmetic Applications (CTB)	3	2	2	0	0	2	0	1	2	1	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	1	1	2	2	2	2	1	0	2	F G G F
COMPREHENSIVE TESTS OF BASIC SKILLS - LEVEL 3 Arithmetic Applications (CTB)	3	2	2	0	0	0	0	1	2	2	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	1	1	2	2	2	2	1	1	2	P G G F
COMPREHENSIVE TESTS OF BASIC SKILLS, EXPANDED EDITION - LEVEL 2 Mathematics Applications (CTB)	3	2	1	0	0	2	0	1	2	1	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	1	1	0	0	2	2	1	0	2	F G F P
COMPREHENSIVE TESTS OF BASIC SKILLS, EXPANDED EDITION - LEVEL 3 Mathematics Applications (CTB)	3	1	2	0	0	1	0	1	2	1	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	1	1	0	0	2	2	1	1	2	P G F F
GRAY-VOTAW-ROGERS GENERAL ACHIEVEMENT TEST - INTERMEDIATE Arithmetic Reasoning (SV)	1	1	2	0	0	0	0	1	1	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	0	1	0	1	0	0	2	0	0	3	1	P G F P
IOWA TESTS OF BASIC SKILLS, FORMS 1-4, GRADE 5 Arithmetic Skills Arithmetic Problem Solving (HMC)	3	2	2	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	2	2	1	1	2	1	1	1	0	1	1	2	2	2	2	1	3	2	P G G G
IOWA TESTS OF BASIC SKILLS, FORMS 1-4, GRADE 5 Arithmetic Skills Total (HMC)	3	2	1	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	2	2	1	0	2	1	1	1	0	1	1	2	2	2	2	1	3	2	P F G G
IOWA TESTS OF BASIC SKILLS, FORMS 1-4, GRADE 6 Arithmetic Skills Arithmetic Problem Solving (HMC)	3	2	2	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	2	2	1	1	2	1	1	1	0	1	1	2	2	2	2	1	3	2	P G G G
IOWA TESTS OF BASIC SKILLS, FORMS 1-4, GRADE 6 Arithmetic Skills Total (HMC)	3	2	1	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	2	2	1	0	2	1	1	1	0	1	1	2	2	2	2	1	3	2	P F G G

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
IOWA TESTS OF BASIC SKILLS, FORMS 5 AND 6, LEVEL 11 Mathematics Skills Mathematics Problem Solving (HMC)	3	2	2	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	2	2	1	1	2	1	1	1	0	1	1	2	2	2	0	1	3	2	P G G F
IOWA TESTS OF BASIC SKILLS, FORMS 5 AND 6, LEVEL 11 Mathematics Skills Total (HMC)	3	2	1	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	2	2	1	0	2	1	1	0	0	1	1	2	2	2	0	1	3	2	P F F F
IOWA TESTS OF BASIC SKILLS, FORMS 5 AND 6, LEVEL 12 Mathematics Skills Mathematics Problem Solving (HMC)	3	2	2	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	2	2	1	1	2	1	1	1	0	1	1	2	2	2	0	1	3	2	P G G F
IOWA TESTS OF BASIC SKILLS, FORMS 5 AND 6, LEVEL 12 Mathematics Skills Total (HMC)	3	2	1	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	2	2	1	0	2	1	1	0	0	1	1	2	2	2	0	1	3	2	P F F F
KEY MATH DIAGNOSTIC ARITHMETIC TEST Missing Elements (AGS)	3	1	2	0	0	0	0	0	2	0	1	0	0	0	1	1	1	1	2	0	1	0	0	1	0	0	0	0	1	0	0	2	0	0	0	0	P F P P
KEY MATH DIAGNOSTIC ARITHMETIC TEST Word Problems (AGS)	3	1	2	0	0	[illegible]	0	0	2	0	1	0	0	0	1	1	1	1	2	0	1	0	1	1	0	0	0	0	1	0	0	1	0	0	0	0	P F P P
MATHEMATICS ATTAINMENT TEST DE 1 (NFER2)	0	2	1	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	2	2	1	0	1	1	0	1	0	0	1	0	0	0	0	0	0	2	P F P P
MATHEMATICS TEST FOR GRADES FOUR, FIVE AND SIX Solving Problems with the Use of Numbers (PA)	1	1	2	0	0	0	0	1	1	0	1	1	1	0	0	0	1	1	2	2	1	1	2	0	1	1	0	0	1	0	0	2	0	0	1	2	P F F P
METROPOLITAN ACHIEVEMENT TESTS - INTERMEDIATE Mathematics Problem Solving (HBJ)	3	2	2	0	0	2	0	1	2	[illegible]	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	0	0	1	1	2	0	2	0	1	3	2	F G G F
METROPOLITAN ACHIEVEMENT TESTS - INTERMEDIATE Total Mathematics (HBJ)	3	2	0	0	0	2	0	1	2	0	1	1	0	1	1	1	1	1	2	2	1	0	2	1	1	0	0	1	1	2	0	3	0	1	3	2	P G F F
NATIONAL ACHIEVEMENT TESTS - INTERMEDIATE BATTERY Competence in Mathematics (PA)	0	1	1	0	0	0	0	1	1	0	1	0	1	1	0	1	1	0	0	2	1	1	1	0	1	1	0	0	1	0	0	0	0	1	0	2	P P F P
NATIONAL ACHIEVEMENT TESTS - MUNICIPAL TESTS FOR GRADES 3-6 Arithmetic Test (PA)	0	2	1	0	0	0	0	1	1	0	1	1	1	1	0	0	1	0	2	2	1	0	1	0	1	1	0	0	1	0	0	0	0	0	0	0	P F P P
NATIONAL ACHIEVEMENT TESTS - MUNICIPAL TESTS FOR GRADES 6-8 Arithmetic Test (PA)	0	1	1	0	0	0	0	1	1	0	1	1	0	0	0	0	1	0	2	2	1	0	1	0	1	0	0	0	1	0	0	0	0	0	0	0	P P P P
NATIONAL ACHIEVEMENT TESTS FOR GRADES 3-8 Arithmetic Test - Reasoning (PA)	0	2	2	0	0	0	0	1	2	0	1	1	1	0	0	0	1	1	2	2	1	0	1	0	0	1	1	0	1	0	0	0	0	0	0	0	P F P P
PUBLIC SCHOOL ACHIEVEMENT TESTS Arithmetic Reasoning (BMC)	1	2	2	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	0	1	0	1	0	1	0	1	1	0	0	0	1	0	1	P G F P
SCHONELL DIAGNOSTIC ARITHMETIC TESTS Graded Mental Arithmetic (ACER)	0	2	2	0	0	0	0	1	2	0	1	0	0	0	0	1	1	0	2	2	1	0	1	1	1	1	0	0	1	1	0	0	0	0	0	2	P F F P
SCHOOL AND COLLEGE ABILITY TESTS: SERIES II, FORM 3 Quantitative (ETS)	2	1	1	0	0	2	0	1	2	0	1	1	1	1	1	1	0	1	2	2	1	1	2	1	1	1	0	1	1	0	0	2	0	1	3	2	P G F F
SCHOOL AND COLLEGE ABILITY TESTS: SERIES II, FORM 4 Quantitative (ETS)	2	1	1	0	0	2	0	1	2	0	1	1	1	1	1	1	0	1	2	2	1	1	2	1	1	1	0	1	1	0	0	2	0	1	2	2	P G F F

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent / Factorial	Experimental/ Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
SRA ASSESSMENT SURVEY, ACHIEVEMENT SERIES - BLUE LEVEL Mathematics Concepts (SRA)	2	1	1	0	0	2	0	1	2	1	1	1	1	1	1	1	1	0	2	2	1	0	2	1	1	1	1	1	1	1	0	2	0	1	1	2	P G G P
SRA ASSESSMENT SURVEY, ACHIEVEMENT SERIES - GREEN LEVEL Mathematics Concepts (SRA)	2	1	1	0	0	2	0	1	2	1	1	1	1	1	1	1	1	0	2	2	1	0	2	1	1	1	1	1	1	1	0	2	0	1	3	2	P G G F
SRA MODERN MATH UNDERSTANDING TEST (SRA)	0	1	1	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	2	2	1	0	2	0	0	0	0	0	1	0	0	0	0	1	0	2	P F P P
STANFORD ACHIEVEMENT TEST - INTERMEDIATE LEVEL I Mathematics Applications (HBJ)	3	2	2	0	0	0	0	1	2	2	1	1	1	1	1	1	1	0	2	2	1	1	2	1	1	1	0	1	1	2	0	3	0	1	1	2	P G G P
STANFORD ACHIEVEMENT TEST - INTERMEDIATE LEVEL I Total Mathematics (HBJ)	3	2	1	0	0	0	0	1	2	2	1	1	1	1	0	1	1	0	2	2	1	0	2	1	1	1	0	1	1	2	0	0	0	1	3	2	P G G P
STANFORD ACHIEVEMENT TEST - INTERMEDIATE LEVEL II Mathematics Applications (HBJ)	3	2	2	0	0	0	0	1	2	2	1	1	1	1	1	1	1	0	2	2	1	1	2	1	1	1	0	1	1	2	0	3	0	1	1	2	P G G P
WECHSLER INTELLIGENCE SCALE FOR CHILDREN - REVISED Arithmetic (PC)	1	2	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	0	1	2	1	1	0	1	1	0	0	2	2	0	0	3	2	P F P F
17B. *Personal Use and Appreciation of Math*																																					
AAMD ADAPTIVE BEHAVIOR SCALE Economic Activity (AAMD)	2	1	2	0	0	0	0	0	0	0	1	1	1	1	1	1	1	1	2	0	1	1	1	1	0	1	1	0	1	1	0	0	0	0	0	0	P F F P
EDUCATIONAL DEVELOPMENT SERIES - ADVANCED LEVEL My Favorite School Subjects Mathematics (STS)	0	0	2	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	2	2	1	1	2	1	0	0	0	1	1	1	0	0	0	0	0	0	P F F P
EDUCATIONAL DEVELOPMENT SERIES - ELEMENTARY LEVEL My Favorite School Subjects Mathematics (STS)	0	0	2	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	2	2	1	1	2	1	0	0	0	0	1	1	2	0	0	0	0	0	P F F P
KUDER E - GENERAL INTEREST SURVEY Computational (SRA)	1	0	0	0	0	0	0	1	2	0	1	1	0	1	1	1	1	1	2	2	1	0	2	1	1	1	0	0	1	1	2	2	0	1	0	0	P G F P
18. *GEOMETRY AND MEASUREMENT SKILLS*																																					
COMPREHENSIVE TESTS OF BASIC SKILLS - LEVEL 3 Arithmetic Concepts (CTB)	3	0	1	0	0	0	0	1	2	2	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	1	1	2	2	2	2	1	2	2	P G G F
COMPREHENSIVE TESTS OF BASIC SKILLS, EXPANDED EDITION - LEVEL 2 Mathematics Concepts (CTB)	3	0	1	0	0	2	0	1	2	1	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	1	1	0	0	2	2	1	1	2	P G F F
MATHEMATICS ATTAINMENT TEST C1 (NFER2)	0	1	1	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	2	2	1	0	1	0	0	1	0	0	1	0	0	0	0	0	0	2	P F P P
MATHEMATICS ATTAINMENT TEST EF (NFER2)	3	1	1	0	0	0	0	1	1	0	1	1	1	1	1	1	0	0	2	2	1	0	2	0	0	1	0	0	1	0	0	0	0	1	0	2	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent / Factorial	Experimental / Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
IBA. Knowledge of Geometric Objects and Relations																																					
MATHEMATICS TEST FOR GRADES FOUR, FIVE AND SIX Geometry (PA)	1	1	2	0	0	0	0	1	1	0	1	1	1	0	0	0	1	1	2	2	1	1	2	0	1	1	0	0	1	0	0	1	0	0	0	2	P F F P
IBB. Measurement Knowledge and Skills																																					
AAMD ADAPTIVE BEHAVIOR SCALE Numbers and Time (AAMD)	2	0	2	0	0	0	0	0	0	0	1	1	1	1	1	1	1	1	2	0	1	1	1	1	0	1	1	0	1	1	0	0	0	0	0	1	P F F P
ACER MATHEMATICS TESTS Test AM 09 - Length (ACER)	3	0	2	0	0	0	0	1	1	0	1	1	1	1	1	0	1	1	2	2	1	0	2	0	0	0	0	0	1	0	0	0	0	1	0	0	P F P P
ACER MATHEMATICS TESTS Test AM 10 - Area (ACER)	3	0	2	0	0	0	0	1	1	0	1	1	1	1	1	1	1	1	2	2	1	0	2	0	0	0	0	0	1	0	0	0	0	1	0	0	P G P P
ACER MATHEMATICS TESTS Test AM 13 - Time (ACER)	3	0	1	0	0	0	0	1	1	1	1	1	1	1	1	1	1	1	2	2	1	0	2	0	1	1	0	0	1	0	0	2	0	1	0	1	P G F P
BASIC EDUCATIONAL SKILLS INVENTORY, MATH - LEVEL B Money (SEI)	0	0	2	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
BASIC EDUCATIONAL SKILLS INVENTORY, MATH - LEVEL B Time (SEI)	0	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DOMINION SURVEY TEST OF ARITHMETIC FUNDAMENTALS - GRADES 5-8 Measurement (GCT)	0	1	2	0	0	0	0	1	1	0	1	1	1	1	1	1	1	0	2	2	1	1	1	0	1	1	0	0	1	0	0	0	0	1	1	2	P F F P
DOMINION SURVEY TEST OF ARITHMETIC FUNDAMENTALS, GRADES 3-5 Measurement (GCT)	0	1	2	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	2	2	1	1	1	0	1	1	0	0	1	0	0	0	0	0	0	2	P F F P
IOWA TESTS OF BASIC SKILLS, FORMS 1-4, GRADE 5 Arithmetic Skills Arithmetic Concepts (HMC)	3	2	1	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	2	2	1	1	2	1	1	1	0	1	1	2	2	2	2	1	3	2	P F G G
KEY MATH DIAGNOSTIC ARITHMETIC TEST Measurement (AGS)	3	1	2	0	0	0	0	0	2	0	1	0	0	0	1	1	1	1	2	0	1	0	0	1	0	0	0	0	1	0	0	2	0	0	0	0	P F P P
KEY MATH DIAGNOSTIC ARITHMETIC TEST Money (AGS)	3	0	2	0	0	0	0	0	2	0	1	0	0	0	1	1	1	1	2	0	1	0	1	1	0	0	0	0	1	0	0	2	0	0	0	0	P F P P
KEY MATH DIAGNOSTIC ARITHMETIC TEST Time (AGS)	3	0	2	0	0	0	0	1	2	0	1	0	0	0	1	1	1	1	2	0	1	0	1	1	0	0	1	0	1	0	0	2	0	0	0	0	P F P P
MATHEMATICS TEST FOR GRADES FOUR, FIVE AND SIX Measurements (PA)	1	1	2	0	0	0	0	1	1	0	1	1	1	0	0	0	1	1	2	2	1	1	2	0	1	1	0	0	1	0	0	1	0	0	0	2	P F F P
TIME APPRECIATION TEST (WPS)	0	0	1	0	0	0	0	0	1	0	1	1	0	0	0	1	1	1	2	1	2	2	0	0	0	0	0	0	1	0	0	0	0	0	0	2	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
18C. Use of Tables, Graphs, and Statistical Concepts																																					
ACER MATHEMATICS TESTS Test AM 14 - Graphs (ACER)	3	1	2	0	0	0	0	1	1	0	1	1	1	1	0	0	1	1	2	2	1	0	2	0	0	0	0	0	1	0	0	0	0	1	0	0	P F P P
BASIC MATHEMATICS TEST DE (NFER2)	0	1	0	0	0	0	0	1	1	0	1	1	1	1	1	1	1	1	2	2	1	0	1	0	1	0	0	0	1	0	0	0	0	0	0	2	P G P P
CANADIAN TESTS OF BASIC SKILLS, LEVELS EDITION - LEVEL 11 Work-Study Skills Reading Graphs and Tables (TNS)	3	1	2	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	1	2	1	1	1	1	0	1	1	1	2	0	1	3	2	P G G F
CANADIAN TESTS OF BASIC SKILLS, LEVELS EDITION - LEVEL 12 Work-Study Skills Reading Graphs and Tables (TNS)	3	1	2	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	1	2	1	1	1	1	0	1	1	1	2	0	1	3	2	P G G F
COMPREHENSIVE TESTS OF BASIC SKILLS - LEVEL 3 Study Skills Using Graphic Materials (CTB)	3	1	2	0	0	0	0	1		1	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	1	1	2	1	2	1	1	2	2	P G G F
IOWA TESTS OF BASIC SKILLS, FORMS 1-4, GRADE 5 Work-Study Skills Reading Graphs and Tables (HMC)	3	1	2	0	0	0	0	1	2	0	1	1	1	0	0	1	1	0	2	2	1	1	2	1	1	1	0	1	1	2	1	2	2	1	3	2	P F G F
IOWA TESTS OF BASIC SKILLS, FORMS 1-4, GRADE 6 Work-Study Skills Reading Graphs and Tables (HMC)	3	1	2	0	0	0	0	1	1	0	1	1	1	0	0	1	1	0	2	2	1	1	2	1	1	1	0	1	1	2	1	2	2	1	3	2	P F G F
IOWA TESTS OF BASIC SKILLS, FORMS 5 AND 6, LEVEL 11 Work-Study Skills Reading Graphs and Tables (HMC)	3	1	2	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	2	2	1	1	2	1	1	1	0	1	1	2	1	2	0	1	3	2	P F G F
IOWA TESTS OF BASIC SKILLS, FORMS 5 AND 6, LEVEL 12 Work-Study Skills Reading Graphs and Tables (HMC)	3	1	2	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	2	2	1	1	2	1	1	1	0	1	1	2	2	2	0	1	3	2	P F G F
MATHEMATICS TEST FOR GRADES FOUR, FIVE AND SIX Graphs and Scale Drawings (PA)	1	1	2	0	0	0	0	1	1	0	1	1	0	0	0	0	1	1	2	2		1	2	0	1	1	0	0	1	0	0	1	0	0	0	2	P F F P
MUSIC																																					
19. VALUING MUSIC																																					
19A. Appreciation of Music																																					
KWALWASSER-DYKEMA MUSIC TESTS Melodic Taste (CF)	0	0	1	0	0	0	0	1	0	0	1	0	0	0	1	1	1	1	2	2	1	1	2	1	1	1	0	0	1	0	0	0	0	1	1	2	P F F P
MUSICAL APTITUDE PROFILE Musical Sensitivity Balance (HMC)	2	0	2	0	0	1	1	1	0	1	0	0	0	1	1	1	1	1	2	2	1	1	2	1	1	0	1	1	1	2	0	2	0	1	1	2	P F G P
MUSICAL APTITUDE PROFILE Musical Sensitivity Phrasing (HMC)	2	0	2	1	0	1	1	1	0	1	0	0	0	1	1	1	1	1	2	2	1	1	2	1	1	0	1	1	1	2	0	2	0	1	1	2	P F G P
MUSICAL APTITUDE PROFILE Musical Sensitivity Style (HMC)	2	0	2	0	0	1	2	1	0	1	0	0	0	1	1	1	1	1	2	2	1	1	2	1	1	0	1	1	1	2	0	2	0	1	1	2	P F G P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent / Factorial	Experimental / Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
MUSICAL APTITUDE PROFILE Musical Sensitivity Total (HMC)	2	0	2	0	0	1	2	1	0	1	0	0	0	1	1	1	1	1	2	2	1	0	2	1	1	0	1	1	1	2	0	2	0	1	2	2	P F G P
19B. Internalization of Music																																					
EDUCATIONAL DEVELOPMENT SERIES - ADVANCED LEVEL My Favorite School Subjects Music (STS)	0	0	2	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	2	2	1	1	2	1	0	0	0	1	1	1	0	0	0	0	0	0	P F F P
EDUCATIONAL DEVELOPMENT SERIES - ELEMENTARY LEVEL My Favorite School Subjects Music (STS)	0	0	2	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	2	2	1	1	2	1	0	0	0	0	1	1	2	0	0	0	0	0	P F F P
KUDER E - GENERAL INTEREST SURVEY Musical (SRA)	1	0	0	0	0	0	0	1	2	0	1	1	0	1	1	1	1	1	2	2	1	0	2	1	1	1	0	0	1	1	3	3	0	1	0	0	P G F P
WHAT I LIKE TO DO Music (SRA)	1	1	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	0	2	1	1	0	0	1	1	2	0	3	0	1	1	1	P G F P
WIDE RANGE INTELLIGENCE AND PERSONALITY TEST Motor Factor (GAD)	0	1	1	0	0	0	0	0	1	0	1	1	0	1	1	1	0	0	2	2	1	1	1	0	0	1	0	0	1	1	0	0	0	1	0	0	P F F P
20. PERFORMING IN MUSIC AND DANCE																																					
20A. Singing																																					
20B. Instrument Playing																																					
20C. Dancing																																					
21. UNDERSTANDING MUSIC																																					
MUSIC ACHIEVEMENT TEST 4 Musical Style Total (FPC)	3	0	2	0	0	0	0	1	0	1	1	1	0	1	1	1	1	1	2	2	1	1	2	1	1	1	0	1	1	1	0	2	0	1	2	2	P F G P
MUSIC ACHIEVEMENT TEST 4 Total (FPC)	3	1	2	0	1	0	0	1	0	1	1	1	0	1	1	1	1	0	2	2	1	0	2	1	1	1	0	1	1	2	0	2	0	1	3	2	P F G F
21A. Music Analysis																																					
IOWA TESTS OF MUSIC LITERACY - LEVEL 1 Composite (BERS)	2	1	2	0	0	0	0	1	1	0	1	1	1	1	0	1	1	1	1	2	1	0	2	1	1	0	0	0	1	0	0	2	0	1	0	1	P F F P
IOWA TESTS OF MUSIC LITERACY - LEVEL 1 Rhythmic Concepts Aural Perception (BERS)	2	0	2	1	0	0	0	1	1	0	1	1	1	1	0	1	1	1	2	2	1	1	2	1	1	0	1	0	1	3	0	2	0	1	0	1	P F G P
IOWA TESTS OF MUSIC LITERACY - LEVEL 1 Rhythmic Concepts Notational Understanding (BERS)	2	0	2	1	0	0	0	1	1	0	0	1	1	1	0	1	1	1	2	2	1	1	2	1	1	0	1	0	1	3	0	2	0	1	0	1	P F G P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent / Factorial	Experimental / Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
IOWA TESTS OF MUSIC LITERACY - LEVEL 1 Rhythmic Concepts Reading Recognition (BERS)	2	0	2	0	0	0	0	1	1	0	1	1	1	1	0	1	1	1	2	2	1	1	2	1	1	0	1	0	1	3	0	2	0	1	0	1	P F G P
IOWA TESTS OF MUSIC LITERACY - LEVEL 1 Rhythmic Concepts Total Rhythmic Concepts (BERS)	2	1	2	0	0	0	0	1	1	0	[illegible]	1	1	1	0	1	1	1	2	2	1	0	2	1	1	0	1	0	1	0	0	2	0	1	0	1	P F F P
IOWA TESTS OF MUSIC LITERACY - LEVEL 1 Tonal Concepts Aural Perception (BERS)	2	0	2	1	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	2	1	1	2	1	1	0	1	0	1	3	0	2	0	1	0	1	P F G P
IOWA TESTS OF MUSIC LITERACY - LEVEL 1 Tonal Concepts Notational Understanding (BERS)	2	0	2	1	0	0	0	1	1	0	1	1	1	1	0	1	1	1	2	2	1	1	2	1	1	0	1	0	1	3	0	2	0	1	0	1	P F G P
IOWA TESTS OF MUSIC LITERACY - LEVEL 1 Tonal Concepts Reading Recognition (BERS)	2	0	2	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	2	2	1	1	2	1	1	0	1	0	1	3	0	2	0	1	0	1	P G G P
IOWA TESTS OF MUSIC LITERACY - LEVEL 1 Tonal Concepts Total Tonal Concepts (BERS)	2	1	2	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	2	1	0	2	1	1	0	1	0	1	0	0	2	0	1	0	1	P F F P
IOWA TESTS OF MUSIC LITERACY - LEVEL 2 Composite (BERS)	2	1	2	0	0	0	0	1	0	0	0	1	1	1	0	1	1	1	1	2	1	0	2	1	1	0	1	0	1	0	0	2	0	1	0	1	P F F P
IOWA TESTS OF MUSIC LITERACY - LEVEL 2 Rhythmic Concepts Aural Perception (BERS)	2	0	2	1	0	0	0	1	1	0	1	1	1	1	0	1	1	1	2	2	1	1	2	1	1	0	1	0	1	3	0	2	0	1	0	1	P F G P
IOWA TESTS OF MUSIC LITERACY - LEVEL 2 Rhythmic Concepts Notational Understanding (BERS)	2	0	2	1	0	0	0	1	0	0	0	1	1	1	0	1	1	1	2	2	1	1	2	1	1	0	1	0	1	3	0	2	0	1	0	1	P F G P
IOWA TESTS OF MUSIC LITERACY - LEVEL 2 Rhythmic Concepts Reading Recognition (BERS)	2	0	2	0	0	0	0	1	1	0	1	1	1	1	0	1	1	1	2	2	1	1	2	1	1	0	1	0	1	3	0	2	0	1	0	1	P F G P
IOWA TESTS OF MUSIC LITERACY - LEVEL 2 Rhythmic Concepts Total Rhythmic Concepts (BERS)	2	1	2	0	0	0	0	1	0	0	0	1	1	1	0	1	1	1	2	2	1	0	2	1	1	0	1	0	1	0	0	2	0	1	0	1	P F F P
IOWA TESTS OF MUSIC LITERACY - LEVEL 2 Tonal Concepts Aural Perception (BERS)	2	0	2	1	0	0	0	1	1	0	1	1	1	1	0	1	1	1	2	2	1	1	2	1	1	0	1	0	1	3	0	2	0	1	0	1	P F G P
IOWA TESTS OF MUSIC LITERACY - LEVEL 2 Tonal Concepts Notational Understanding (BERS)	2	0	2	1	0	0	0	1	0	0	0	1	1	1	0	1	[illegible]	1	2	2	1	1	2	1	1	0	1	0	1	3	0	2	0	1	0	1	P F G P
IOWA TESTS OF MUSIC LITERACY - LEVEL 2 Tonal Concepts Reading Recognition (BERS)	2	0	2	1	0	0	0	1	1	0	1	1	1	1	0	1	1	1	2	2	1	1	2	1	1	0	1	0	1	3	0	2	0	1	0	1	P F G P
IOWA TESTS OF MUSIC LITERACY - LEVEL 2 Tonal Concepts Total Tonal Concepts (BERS)	2	1	2	0	0	0	0	1	1	0	1	1	1	1	0	1	1	1	1	2	1	0	2	1	1	0	1	0	1	0	0	2	0	1	0	1	P F F P
IOWA TESTS OF MUSIC LITERACY - LEVEL 3 Composite (BERS)	2	1	2	0	0	0	0	1	0	0	0	1	1	1	0	1	1	1	1	2	1	0	2	1	1	0	[illegible]	0	1	0	0	2	0	1	0	1	P F F P
IOWA TESTS OF MUSIC LITERACY - LEVEL 3 Rhythmic Concepts Aural Perception (BERS)	2	0	2	1	0	0	0	1	0	0	0	1	1	1	0	1	1	1	2	2	1	1	2	1	1	0	1	0	1	3	0	2	0	1	0	1	P F G P
IOWA TESTS OF MUSIC LITERACY - LEVEL 3 Rhythmic Concepts Notational Understanding (BERS)	2	1	2	1	0	0	0	1	0	0	0	1	1	1	0	1	1	1	2	2	1	1	2	1	1	0	1	0	1	3	0	2	0	1	0	1	P F G P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
IOWA TESTS OF MUSIC LITERACY - LEVEL 3 Rhythmic Concepts Reading Recognition (BERS)	2	1	2	1	0	0	0	1	1	0	1	1	1	1	0	1	1	1	2	2	1	1	2	1	1	0	1	0	1	3	0	2	0	1	0	1	P F G P
IOWA TESTS OF MUSIC LITERACY - LEVEL 3 Rhythmic Concepts Total Rhythmic Concepts (BERS)	2	1	2	0	0	0	0	1	0	0	0	1	1	1	0	1	1	1	2	2	1	0	2	1	1	0	1	0	1	0	0	2	0	1	0	1	P F F P
IOWA TESTS OF MUSIC LITERACY - LEVEL 3 Tonal Concepts Aural Perception (BERS)	2	0	2	1	0	0	0	1	0	0	0	1	1	1	0	1	1	1	1	2	1	1	2	1	1	0	1	0	1	3	0	2	0	1	0	1	P F G P
IOWA TESTS OF MUSIC LITERACY - LEVEL 3 Tonal Concepts Notational Understanding (BERS)	2	0	2	1	0	0	0	1	0	0	0	1	1	1	0	1	1	1	2	2	1	1	2	1	1	0	1	0	1	3	0	2	0	1	0	1	P F G P
IOWA TESTS OF MUSIC LITERACY - LEVEL 3 Tonal Concepts Reading Recognition (BERS)	2	0	2	0	0	0	0	1	1	0	1	1	1	1	0	1	1	1	2	2	1	1	2	1	1	0	1	0	1	3	0	2	0	1	0	1	P F G P
IOWA TESTS OF MUSIC LITERACY - LEVEL 3 Tonal Concepts Total Tonal Concepts (BERS)	2	1	2	0	0	0	0	1	0	0	0	1	1	1	0	1	1	1	1	2	1	0	2	1	1	0	1	0	1	0	0	2	0	1	0	1	P F F P
KNUTH ACHIEVEMENT TESTS IN MUSIC, DIVISION II (CARA)	2	0	2	0	0	0	0	1	1	0	0	0	1	1	1	1	1	1	2	2	1	0	2	1	1	0	0	1	1	1	0	0	2	0	2	1	P F F P
KWALWASSER-DYKEMA MUSIC TESTS Pitch Imagery (CF)	0	0	2	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	1	2	1	1	2	1	1	1	0	0	1	0	0	0	0	1	3	2	P F F P
KWALWASSER-DYKEMA MUSIC TESTS Rhythm Imagery (CF)	0	0	2	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	1	2	1	1	2	1	1	1	0	0	1	0	0	0	0	1	3	2	P F F P
KWALWASSER-DYKEMA MUSIC TESTS Tonal Movement (CF)	0	0	2	0	0	0	0	1	0	0	0	1	1	0	1	1	1	1	1	2	1	1	2	1	1	1	0	0	1	0	0	0	0	1	3	2	P F F P
KWALWASSER-RUCH TEST OF MUSICAL ACCOMPLISHMENT (BERS)	1	2	2	0	0	0	0	1	1	0	1	1	1	1	1	1	1	1	2	2	1	0	2	1	1	0	1	0	1	0	0	0	0	1	0	1	P G F P
MUSIC ACHIEVEMENT TEST 2 Auditory-Visual Discrimination Pitch (FPC)	3	0	2	0	0	0	0	1	1	1	1	1	1	1	1	1	1	0	2	2	1	1	2	1	1	1	1	1	1	1	0	2	0	1	0	2	P G G P
MUSIC ACHIEVEMENT TEST 2 Auditory-Visual Discrimination Rhythm (FPC)	3	0	2	0	0	0	0	1	1	1	1	1	1	1	1	1	1	0	2	2	1	1	2	1	1	1	1	1	1	1	0	2	0	1	0	2	P G G P
MUSIC ACHIEVEMENT TEST 2 Auditory-Visual Discrimination Total (FPC)	3	0	2	0	0	0	0	1	1	1	1	1	1	1	1	1	1	0	2	2	1	1	2	1	1	1	1	1	1	1	0	3	0	1	2	2	P G G F
MUSIC ACHIEVEMENT TEST 2 Feeling for Tonal Center (FPC)	3	0	2	0	0	0	0	1	1	1	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	1	1	1	1	0	1	0	1	2	2	P G G P
MUSIC ACHIEVEMENT TEST 2 Major-Minor Mode Discrimination (FPC)	3	0	2	0	0	0	0	1	1	1	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	1	1	1	1	0	1	0	1	3	2	P G G P
MUSIC ACHIEVEMENT TEST 2 Total (FPC)	3	1	2	0	1	0	0	1	1	1	1	1	1	1	1	1	1	0	2	2	1	1	2	1	1	1	1	1	1	2	2	2	0	1	3	2	P G G F
MUSIC ACHIEVEMENT TEST 3 Instrument Recognition (FPC)	3	0	2	0	0	0	0	1	1	1	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	1	1	1	1	0	1	0	1	1	2	P G G P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-F-P
MUSIC ACHIEVEMENT TEST 3 Melody Recognition (FPC)	3	0	2	0	0	0	0	1	1	1	1	1	0	1	1	1	1	1	2	2	1	1	2	1	1	1	1	1	1	1	0	1	0	1	2	2	P G G P
MUSIC ACHIEVEMENT TEST 3 Pitch Recognition (FPC)	3	0	2	0	0	0	0	1	1	1	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	1	1	1	1	0	1	0	1	2	2	P G G P
MUSIC ACHIEVEMENT TEST 3 Tonal Memory (FPC)	3	0	2	0	0	0	0	1	1	2	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	1	1	1	1	0	2	0	1	1	2	P G G P
MUSIC ACHIEVEMENT TEST 3 Total (FPC)	3	2	2	0	1	0	0	1	1	1	1	1	0	1	1	1	1	1	2	2	1	1	2	1	1	1	1	1	1	2	0	2	0	1	3	2	F G G F
MUSIC ACHIEVEMENT TEST 4 Auditory-Visual Discrimination (FPC)	3	0	2	0	0	0	0	1	0	1	1	1	1	1	1	1	1	0	2	2	1	1	2	1	1	1	0	1	1	1	0	1	0	1	1	2	P F G P
MUSIC ACHIEVEMENT TEST 4 Cadence Recognition (FPC)	3	0	2	0	0	0	0	1	0	1	1	1	0	1	1	1	1	1	2	2	1	1	2	1	1	1	0	1	1	1	0	1	0	1	1	2	P F G P
MUSIC ACHIEVEMENT TEST 4 Chord Recognition (FPC)	3	0	2	0	0	0	0	1	2	1	1	1	0	1	1	1	1	1	2	2	1	1	2	1	1	1	0	1	1	1	0	2	0	1	1	2	P G G P
MUSIC ACHIEVEMENT TEST 4 Musical Style Texture (FPC)	3	0	2	0	0	0	0	1	0	1	1	1	0	1	1	1	1	1	2	2	1	1	2	1	1	0	0	1	1	1	0	2	0	1	2	2	P F F P
MUSICAL APTITUDE PROFILE Composite: Complete Test (HMC)	2	1	1	0	1	2	2	1	1	1	0	0	0	1	1	1	1	1	2	2	1	0	2	1	1	0	1	1	1	2	0	3	0	1	3	2	F F G F
MUSICAL APTITUDE PROFILE Rhythm Imagery Meter (HMC)	2	0	2	0	0	1	1	1	2	2	0	1	0	1	1	1	1	1	2	2	1	1	2	1	1	0	1	1	1	2	0	2	0	1	0	2	P G G P
MUSICAL APTITUDE PROFILE Rhythm Imagery Tempo (HMC)	2	0	2	0	0	1	1	1	2	1	0	1	0	1	1	1	1	1	2	2	1	1	2	1	1	0	1	1	1	2	0	2	0	1	0	2	P G G P
MUSICAL APTITUDE PROFILE Rhythm Imagery Total (HMC)	2	0	2	0	1	1	1	1	2	1	0	1	0	1	1	1	1	1	2	2	1	0	2	1	1	0	1	1	1	2	0	2	0	1	0	2	P G G P
MUSICAL APTITUDE PROFILE Tonal Imagery Harmony (HMC)	2	0	2	0	0	2	2	1	1	1	0	0	0	1	1	1	1	1	2	2	1	1	2	1	1	0	1	1	1	2	0	2	0	1	3	2	F F G F
MUSICAL APTITUDE PROFILE Tonal Imagery Melody (HMC)	2	0	2	0	0	1	1	1	2	2	0	0	0	1	1	1	1	1	2	2	1	1	2	1	1	0	1	1	1	2	0	2	0	1	1	2	P G G P
MUSICAL APTITUDE PROFILE Tonal Imagery Total (HMC)	2	0	2	0	1	2	2	1	1	1	0	0	0	1	1	1	1	1	2	2	1	0	2	1	1	0	1	1	1	2	0	2	0	1	3	2	F F G F
SELMER MUSIC GUIDANCE SURVEY Chord Memory (HAS)	0	0	2	0	0	0	0	1	2	0	1	1	1	1	1	1	0	1	2	2	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P G P P
SELMER MUSIC GUIDANCE SURVEY Melody Memory (HAS)	0	0	2	0	0	0	0	1	2	0	1	1	1	1	1	1	0	1	2	2	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P G P P
SELMER MUSIC GUIDANCE SURVEY Rhythm Memory (HAS)	0	0	2	0	0	0	0	1	2	0	1	1	1	1	1	1	0	1	2	2	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P G P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-P
SELMER MUSIC GUIDANCE SURVEY Total Score (HAS)	0	1	2	0	0	0	0	1	2	0	1	1	1	1	1	1	0	1	2	2	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P G P P
SNYDER KNUTH MUSIC ACHIEVEMENT TEST (CARA)	0	1	2	0	0	0	0	1	0	0	0	1	1	1	1	1	0	1	1	2	1	0	2	1	1	0	0	0	1	0	0	0	0	1	0	0	P F F P
WING STANDARDIZED TESTS OF MUSICAL INTELLIGENCE Total of Tests 1 to 7 (NFER)	3	1	2	0	0	0	2	1	0	0	1	0	0	0	1	1	1	1	1	2	1	0	2	0	1	1	1	0	1	1	2	0	0	0	3	0	F P F P
IIB. Developmental Understanding of Music																																					
MUSIC ACHIEVEMENT TEST 4 Musical Style Composers (FPC)	3	1	2	0	0	0	0	1	0	1	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	1	1	1	0	1	0	1	2	2	P G G P
PERCEPTUAL AND MOTOR SKILLS																																					
II. SENSORY PERCEPTION																																					
INITIAL LEARNING ASSESSMENT Peripheral Modalities (ATP)	0	0	2	0	0	0	0	0	2	0	1	0	0	0	0	0	1	1	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
MODALITY PREFERENCE TEST Stimulus Liked Best (IDS)	0	0	0	0	0	0	0	0	0	0	0	1	1	1	0	0	1	1	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
MODALITY PREFERENCE TEST Stimulus Liked Least (IDS)	0	0	0	0	0	0	0	0	0	0	0	1	1	1	0	0	1	1	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
SYMPTOMATOLOGY AND IDENTIFICATION OF A CHILD WITH LEARNING DISABILITIES Perceptual-Motor Impairments (PI)	0	1	1	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
IIA. Visual and Tactile Perception																																					
A-B-C VISION TEST FOR OCULAR DOMINANCE (PC)	0	0	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
ARTHUR ADAPTATION OF THE LEITER INTERNATIONAL PERFORMANCE SCALE (CHS)	0	1	1	0	0	0	0	0	1	0	1	1	0	0	1	1	1	1	2	0	1	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
BABCOCK TEST OF MENTAL EFFICIENCY Perception Time (WPS)	0	0	1	0	0	0	0	0	2	0	1	1	1	0	0	0	1	1	2	0	0	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	P F P P
BRYANT-SCHWAN DESIGN TEST, PART I (CP)	2	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	2	1	0	0	0	0	1	2	0	0	0	0	0	0	P F F P
CHILDREN'S EMBEDDED FIGURES TEST (CPP)	2	0	2	1	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	1	0	1	1	0	0	0	0	0	0	0	2	0	0	0	0	P G P P
DIAGNOSTIC READING TEST A Test of Laterality Establishing Eye Dominance (MPC)	0	0	0	0	0	0	0	0	2	0	1	0	0	0	0	1	1	1	2	0	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	F/Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
…ting Range	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
DIAGNOSTIC READING TEST Visual Skills Discriminating between Similarities and Differences (MPC)	0	0	2	0	0	0	0	0	2	0	1	0	0	0	0	1	1	1	2	0	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
EMBEDDED FIGURES TEST (CPP)	2	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	1	1	1	1	0	0	0	0	1	0	0	2	0	0	0	0	P G P P
GESELL DEVELOPMENTAL KIT Right and Left Naming R & L (WPS)	0	0	2	0	1	0	0	0	0	1	0	1	1	0	0	1	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
GESELL DEVELOPMENTAL KIT Right and Left Right and Left Pictures, Verbal Response (WPS)	0	1	2	0	0	0	0	0	2	1	1	0	0	0	1	1	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
GROUP DIAGNOSTIC READING APTITUDE AND ACHIEVEMENT TESTS Motor Tests Crossing Out Letters (CHN)	0	0	2	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	1	1	0	1	0	0	0	1	1	0	0	0	1	0	1	P G F P
HARRIS TEST OF LATERAL DOMINANCE Binocular Tests (PC)	0	0	0	0	0	0	0	0	2	0	1	0	0	0	1	0	1	1	1	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
HARRIS TEST OF LATERAL DOMINANCE Knowledge of Right and Left (PC)	0	0	2	0	0	0	0	0	2	0	0	1	1	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	0	0	0	0	0	1	0	0	P F P P
HARRIS TEST OF LATERAL DOMINANCE Monocular Tests (PC)	0	0	0	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	P F F P
HISKEY-NEBRASKA TEST OF LEARNING APTITUDE Picture Identification (MSH)	2	1	2	0	0	0	0	0	1	0	1	1	1	1	1	1	1	1	2	0	0	1	2	1	0	1	1	0	0	0	0	0	0	1	0	2	P F P P
ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES, REVISED Visual Closure (WPS)	1	1	2	0	0	0	0	0	2	0	1	1	1	1	1	0	1	1	2	0	0	1	1	1	0	1	0	0	0	1	0	0	0	1	1	2	F F P P
INTERNATIONAL PRIMARY FACTORS TEST BATTERY Comparison (Numbers) (ITI)	1	0	2	2	0	0	0	1	2	0	1	1	1	1	0	0	1	0	2	2	1	1	2	0	0	0	0	0	1	1	0	0	0	0	1	2	P F F P
INTERNATIONAL PRIMARY FACTORS TEST BATTERY Comparison (Words) (ITI)	1	0	2	2	0	0	0	1	2	0	1	1	1	1	0	0	1	0	2	2	1	1	2	0	0	0	0	0	1	1	0	0	0	0	1	2	P F F P
INTERNATIONAL PRIMARY FACTORS TEST BATTERY Hidden Designs (ITI)	1	0	2	2	0	0	0	1	1	0	1	1	0	1	0	1	0	0	1	2	1	1	2	0	0	0	0	0	1	1	0	0	0	0	1	2	P P F P
JORDAN LEFT-RIGHT REVERSAL TEST (ATP)	2	0	2	0	2	0	0	0	2	0	1	0	1	0	1	1	1	1	2	2	1	1	[illegible]	1	0	1	0	1	1	2	3	0	0	0	0	2	P F G P
LEITER INTERNATIONAL PERFORMANCE SCALE (CHS)	0	1	1	0	0	0	0	1	2	0	1	1	0	0	1	1	1	1	2	0	1	1	2	0	1	0	1	0	0	0	0	0	0	0	3	2	P F P P
MARIANNE FROSTIG DEVELOPMENTAL TEST OF VISUAL PERCEPTION Constancy of Shape (CPP)	1	1	2	0	0	0	0	0	2	0	1	0	1	0	1	0	1	1	2	2	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	2	P F P P
MARIANNE FROSTIG DEVELOPMENTAL TEST OF VISUAL PERCEPTION Figure-Ground (CPP)	1	1	2	0	0	0	0	0	2	0	1	0	1	1	1	1	1	1	2	2	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	2	P F P P
MARIANNE FROSTIG DEVELOPMENTAL TEST OF VISUAL PERCEPTION Position in Space (CPP)	1	1	2	0	0	0	0	0	2	0	1	0	1	1	1	1	1	1	2	2	0	1	2	1	0	0	0	0	0	0	0	0	0	0	0	2	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent / Factorial	Experimental/ Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-3	0-3	0-1	0-3	0-2	G F P
MARIANNE FROSTIG DEVELOPMENTAL TEST OF VISUAL PERCEPTION Spatial Relationships (CPP)	1	1	2	0	0	0	0	0	2	0	1	0	1	0	1	1	1	1	2	2	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	2	P F P P
MARIANNE FROSTIG DEVELOPMENTAL TEST OF VISUAL PERCEPTION Total (CPP)	1	1	2	0	0	0	0	0	2	0	1	0	0	0	1	0	1	1	2	2	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	2	P F P P
MODALITY PREFERENCE TEST Combined Visual (IDS)	0	0	0	0	0	0	0	0	0	0	0	1	1	1	0	0	0	1	2	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
MOORE EYE-HAND COORDINATION AND COLOR-MATCHING TEST Color Matching (JEM)	0	1	1	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	0	1	1	1	0	1	1	0	0	1	0	0	0	0	1	0	0	P G P P
PRIMARY MENTAL ABILITIES - GRADES 4-6 Perceptual Speed (SRA)	1	1	2	0	0	1	2	1	2	0	1	1	1	1	1	1	0	1	2	2	1	1	2	1	1	1	1	1	1	0	2	0	0	1	2	2	P G G P
QUICK NEUROLOGICAL SCREENING TEST Double Simultaneous Stimulation of Hand and Cheek (ATP)	2	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	0	1	1	1	1	1	0	0	0	1	0	0	0	0	0	0	P F P P
QUICK NEUROLOGICAL SCREENING TEST Eye Tracking (ATP)	2	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	0	1	0	1	1	1	0	0	0	1	0	0	0	0	0	0	P F P P
QUICK NEUROLOGICAL SCREENING TEST Left-Right Discrimination (ATP)	0	0	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	0	1	1	1	1	1	0	0	0	0	0	0	0	0	0	0	P F P P
QUICK NEUROLOGICAL SCREENING TEST Palm Form Recognition (ATP)	2	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	0	1	1	1	1	1	0	0	0	1	0	0	0	0	0	0	P F P P
ROSNER PERCEPTUAL SURVEY Optometric Subscales Cover (LRDC)	0	0	2	0	0	0	0	0	2	0	1	1	1	0	0	0	1	1	2	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
ROSNER PERCEPTUAL SURVEY Optometric Subscales Near Point of Convergence (LRDC)	0	0	2	0	0	0	0	0	2	0	1	1	1	0	0	0	1	1	2	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
ROSNER PERCEPTUAL SURVEY Optometric Subscales Near Visual Acuity (LRDC)	0	0	2	0	0	0	0	0	2	0	1	0	0	0	0	0	1	1	2	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
ROSNER PERCEPTUAL SURVEY Optometric Subscales Retinoscopy (LRDC)	0	0	2	0	0	0	0	0	2	0	1	0	0	0	0	0	1	1	2	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
ROSNER PERCEPTUAL SURVEY Optometric Subscales Stereopsis (LRDC)	0	0	2	0	0	0	0	0	2	0	1	0	0	0	0	0	1	1	2	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
ROSNER PERCEPTUAL SURVEY Optometric Subscales Tactual-Visual (LRDC)	0	0	2	0	0	0	0	0	2	0	1	1	1	0	0	0	1	1	2	0	0	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
ROSNER PERCEPTUAL SURVEY Total Score (LRDC)	0	1	2	0	0	0	0	0	2	0	1	0	0	0	0	0	1	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
SCREENING TESTS TO BE USED BY THE CLASSROOM TEACHER Haptic Letter Recognition Test (ATP)	0	0	1	0	0	0	0	0	0	0	0	1	1	0	0	0	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
SCREENING TESTS TO BE USED BY THE CLASSROOM TEACHER Piaget Right-Left Awareness Test (ATP)	0	0	2	0	0	0	0	0	2	0	0	0	1	0	0	0	1	1	2	0	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent / Factorial	Experimental / Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
SLINGERLAND SCREENING TESTS FOR IDENTIFYING CHILDREN WITH SPECIFIC LANGUAGE DISABILITY - FORM D Visual Discrimination (EPS)	0	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	2	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
SOUTHERN CALIFORNIA SENSORY INTEGRATION TESTS Figure-Ground Perception (WPS)	1	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	0	1	2	0	0	1	0	0	0	0	0	0	0	0	0	1	P G P P
SOUTHERN CALIFORNIA SENSORY INTEGRATION TESTS Position in Space (WPS)	1	0	1	0	0	0	0	0	2	0	1	1	1	1	0	0	1	1	2	0	0	1	1	0	0	1	0	0	0	0	0	0	0	0	0	1	P F P P
SPECIFIC LANGUAGE DISABILITY TEST - GRADES SIX, SEVEN, AND EIGHT Visual Discrimination (EPS)	0	1	2	0	0	0	0	1	2	0	1	1	1	0	0	0	1	0	2	2	1	1	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F F P
SYMBOL DIGIT MODALITIES TEST Oral Score (WPS)	0	0	2	0	1	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	1	1	2	1	0	0	1	0	1	2	0	0	0	1	0	0	P G F P
SYMPTOMATOLOGY AND IDENTIFICATION OF A CHILD WITH LEARNING DISABILITIES Vision (PI)	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
TACK FORM TEST (IDS)	1	1	2	0	0	0	0	1	1	0	1	1	1	0	0	0	1	1	2	0	1	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TEXTURE TEST (IDS)	0	0	2	0	0	0	0	1	0	0	0	1	0	0	0	0	1	1	2	0	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
THREE-DIMENSIONAL TEST FOR VISUALIZATION SKILL Level I Shape Identification (ATP)	0	1	2	0	0	0	0	0	0	0	1	0	0	0	0	1	0	1	1	2	1	1	0	0	0	0	0	0	1	2	0	0	0	0	0	0	P P P P
THREE-DIMENSIONAL TEST FOR VISUALIZATION SKILL Level I Size Perception (ATP)	0	1	2	0	0	0	0	0	0	0	1	0	0	0	0	1	0	1	1	2	1	1	0	0	0	0	0	0	1	2	0	0	0	0	0	0	P P P P
THREE-DIMENSIONAL TEST FOR VISUALIZATION SKILL Level I Total (ATP)	0	1	2	0	0	0	0	0	0	0	1	0	0	0	0	1	0	1	1	2	1	1	0	0	0	0	0	0	1	2	0	0	0	0	0	0	P P P P
THREE-DIMENSIONAL TEST FOR VISUALIZATION SKILL Level I Visual Equilibrium (ATP)	0	0	2	0	0	0	0	0	0	0	1	0	0	0	0	1	0	1	1	2	1	1	0	0	0	0	0	0	1	2	0	0	0	0	0	0	P P P P
558. Auditory Perception																																					
ADVANCED TESTS OF CENTRAL AUDITORY ABILITIES (PLS)	0	0	2	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	0	1	1	0	0	0	1	0	0	0	0	0	1	P F P P
AUDITORY ANALYSIS TEST (LRDC)	3	0	2	0	0	2	0	0	2	1	1	1	1	0	1	1	1	1	2	0	0	1	2	0	0	0	1	0	0	0	0	0	0	0	0	0	P G P P
AUDITORY MOTOR TEST (DRUM TEST) (IDS)	0	0	0	0	0	0	0	0	0	0	0	1	1	1	0	0	0	1	2	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
BASIC EDUCATIONAL SKILLS INVENTORY, READING - LEVEL B Final Consonant Sounds (Pictorial) (SEI)	0	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P G P P
BASIC EDUCATIONAL SKILLS INVENTORY, READING - LEVEL B Initial Consonant and Vowel Sounds (Pictorial) (SEI)	0	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P G P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent / Factorial	Experimental / Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
BASIC EDUCATIONAL SKILLS INVENTORY, READING - LEVEL B Rhyming Sounds (SEI)	0	0	2	0	0	0	0	0	2	0	1	1	1	1	0	1	1	1	2	0	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DIAGNOSTIC READING SCALES Supplementary Phonics Tests Auditory Discrimination (CTB)	1	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	0	1	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P G P P
DRAKE MUSICAL APTITUDE TESTS Musical Memory Test (SRA)	1	1	2	1	2	2	0	1	1	0	0	1	0	1	1	1	1	0	0	1	1	0	2	0	1	0	1	0	1	2	0	0	0	1	0	0	F P F P
DRAKE MUSICAL APTITUDE TESTS Rhythm Test (SRA)	1	0	2	0	0	0	0	1	1	0	0	1	1	1	1	1	1	0	2	1	1	0	2	0	1	1	1	0	1	2	0	0	0	1	0	0	P F F P
ENVIRONMENTAL SOUNDS--LABELLING (IDS)	0	0	2	0	0	0	0	1	0	0	1	1	1	1	0	0	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
ENVIRONMENTAL SOUNDS--PICTURE IDENTIFICATION (IDS)	0	1	2	0	0	0	0	1	1	0	1	1	1	1	0	0	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	F F P P
GATES-McKILLOP READING DIAGNOSTIC TESTS Supplementary Tests Auditory Discrimination (TCP)	0	1	2	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	2	0	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
GOLDMAN-FRISTOE TEST OF ARTICULATION Stimulability Subtest (AGS)	2	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	0	1	0	1	1	1	1	0	0	1	0	0	0	0	0	2	P F F P
GOLDMAN-FRISTOE-WOODCOCK TEST OF AUDITORY DISCRIMINATION Noise Subtest (AGS)	3	1	2	0	1	0	0	1	1	0	1	1	1	0	1	1	1	1	2	0	0	1	2	1	1	1	1	0	0	1	0	1	0	1	3	2	P F F P
GOLDMAN-FRISTOE-WOODCOCK TEST OF AUDITORY DISCRIMINATION Quiet Subtest (AGS)	3	1	2	0	1	0	0	1	1	0	1	1	1	0	1	1	1	1	2	0	0	1	2	1	1	1	1	0	0	1	0	1	0	1	0	2	P F F P
GROUP DIAGNOSTIC READING APTITUDE AND ACHIEVEMENT TESTS Auditory Tests Discrimination and Orientation (CHN)	0	1	2	0	0	0	0	1	2	0	1	1	1	1	0	1	0	1	2	2	1	1	2	0	1	1	0	0	1	1	0	0	0	0	0	1	P F F P
KWALWASSER-DYKEMA MUSIC TESTS Intensity Discrimination (CF)	0	0	2	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	2	1	1	2	1	1	1	0	0	1	0	0	0	0	1	3	2	P F F P
KWALWASSER-DYKEMA MUSIC TESTS Pitch Discrimination (CF)	0	0	2	0	0	0	0	1	1	0	0	1	1	0	1	1	1	1	1	2	1	1	2	1	1	1	0	0	1	0	0	0	0	1	3	2	P F F P
KWALWASSER-DYKEMA MUSIC TESTS Quality Discrimination (CF)	0	0	2	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	1	2	1	1	2	1	1	1	0	0	1	0	0	0	0	1	3	2	P F F P
KWALWASSER-DYKEMA MUSIC TESTS Rhythm Discrimination (CF)	0	0	2	0	0	0	0	1	2	0	0	1	1	0	1	1	1	1	1	2	1	1	2	1	1	1	0	0	1	0	0	0	0	1	3	2	P F F P
KWALWASSER-DYKEMA MUSIC TESTS Time Discrimination (CF)	0	0	2	0	0	0	0	1	1	0	0	1	1	0	1	1	1	1	1	2	1	1	2	1	1	1	0	0	1	0	0	0	0	1	3	2	P F F P
KWALWASSER-DYKEMA MUSIC TESTS Tonal Memory (CF)	0	0	2	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	2	1	1	2	1	1	1	0	0	1	0	0	0	0	1	3	2	P F F P
KWALWASSER-DYKEMA MUSIC TESTS Total Score (CF)	0	1	1	0	0	0	0	1	1	0	0	0	0	0	1	1	1	1	1	2	1	0	2	1	1	1	0	0	1	0	0	0	0	1	3	2	P P F P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test-Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-P
LINDAMOOD AUDITORY CONCEPTUALIZATION TEST (TRC)	2	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	1	0	1	1	2	1	1	0	1	0	1	2	0	0	0	0	0	0	P F F P
MODALITY PREFERENCE TEST Combined Auditory (IDS)	0	0	0	0	0	0	0	0	0	0	0	1	1	1	0	0	0	1	2	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
MUSIC ACHIEVEMENT TEST 1 Interval Discrimination (FPC)	3	0	2	0	0	0	0	1	2	2	1	1	0	1	1	1	1	1	2	2	1	1	2	1	1	1	1	1	1	1	0	1	0	1	3	2	F G G P
MUSIC ACHIEVEMENT TEST 1 Meter Discrimination (FPC)	3	0	2	0	0	0	0	1	2	1	1	1	0	1	1	1	1	1	2	2	1	1	2	1	1	1	1	1	1	1	0	1	0	1	1	2	F G G P
MUSIC ACHIEVEMENT TEST 1 Pitch Discrimination (FPC)	3	0	2	0	0	0	0	1	2	1	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	1	1	1	1	0	2	0	1	2	2	F G G P
MUSIC ACHIEVEMENT TEST 1 Total (FPC)	3	1	2	0	1	0	0	1	2	2	1	1	0	1	1	1	1	1	2	2	1	1	2	1	1	1	1	1	1	2	2	2	0	1	3	2	F G G F
NEALE ANALYSIS OF READING ABILITY Supplementary Diagnostic Test 3 Blending and Recognition of Syllables (NFER)	0	0	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
OLIPHANT AUDITORY DISCRIMINATION MEMORY TEST (EPS)	0	1	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	1	2	1	1	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P G F P
PIMSLEUR LANGUAGE APTITUDE BATTERY Auditory (HBJ)	2	1	1	0	0	0	0	1	0	0	0	1	1	1	1	1	1	0	2	2	1	1	2	1	1	1	0	0	1	0	0	0	0	1	0	0	P F F P
PIMSLEUR LANGUAGE APTITUDE BATTERY Sound Discrimination (HBJ)	2	1	2	0	0	0	0	1	0	0	0	1	1	1	1	1	1	1	1	2	1	1	2	1	0	0	0	0	1	0	0	0	0	1	0	0	P F F P
PIMSLEUR LANGUAGE APTITUDE BATTERY - Total (HBJ)	2	1	0	0	0	0	0	1	1	0	0	0	1	0	1	1	1	1	2	2	1	0	2	1	1	1	0	0	1	2	0	0	0	1	0	0	P F F P
QUICK NEUROLOGICAL SCREENING TEST Rhythm Discrimination (ATP)	2	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	0	1	0	1	1	1	0	0	0	1	0	0	0	0	0	0	P G P P
ROSNER PERCEPTUAL SURVEY Rosner-Richman Perceptual Survey Auditory Organization (LRDC)	0	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P G P P
ROSNER PERCEPTUAL SURVEY Rosner-Richman Perceptual Survey Auditory-Visual (LRDC)	0	1	2	0	0	0	0	0	2	0	1	0	0	0	0	0	1	1	0	0	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
SCREENING TEST FOR AUDITORY PERCEPTION Part III (ATP)	0	0	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	1	2	1	1	2	1	1	1	0	0	1	0	0	0	0	0	0	2	P G F P
SCREENING TEST FOR AUDITORY PERCEPTION Part V (ATP)	0	0	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	1	2	1	1	2	1	1	1	0	0	1	0	0	0	0	0	0	2	P G F P
SCREENING TEST FOR AUDITORY PERCEPTION Total Raw Score (ATP)	0	0	1	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	1	2	1	0	2	1	1	1	0	0	1	0	0	0	0	0	1	2	P G F P
SEASHORE MEASURES OF MUSICAL TALENTS Loudness (PC)	3	0	2	0	0	0	0	1	1	0	0	1	1	0	1	1	0	1	2	2	1	1	2	1	1	1	1	0	1	1	0	2	0	1	3	2	P F G F

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test-Retest	Internal Consistency	Alternate Form				
Rating Range	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-P
SEASHORE MEASURES OF MUSICAL TALENTS Pitch	3	0	2	0	0	0	0	1	1	0	0	1	1	0	1	1	0	1	2	2	1	1	2	1	1	1	1	0	1	1	0	2	0	1	3	2	P F G F
SEASHORE MEASURES OF MUSICAL TALENTS Rhythm (PC)	3	0	2	0	0	0	0	1	2	0	0	1	1	0	1	1	0	1	2	2	1	1	2	1	1	1	1	0	1	1	0	1	0	1	2	2	P F G P
SEASHORE MEASURES OF MUSICAL TALENTS Timbre (PC)	3	0	2	0	0	0	0	1	1	0	0	1	1	0	1	1	0	1	2	2	1	1	2	1	1	1	1	0	1	1	0	1	0	1	3	2	P F G P
SEASHORE MEASURES OF MUSICAL TALENTS Time (PC)	3	0	2	0	0	0	0	1	1	0	0	1	1	0	1	1	0	1	2	2	1	1	2	1	1	1	1	0	1	1	0	2	0	1	3	2	P F G F
SEASHORE MEASURES OF MUSICAL TALENTS Tonal Memory (PC)	3	0	2	0	0	0	0	1	2	0	0	1	1	0	1	1	0	1	2	2	1	1	2	1	1	1	1	0	1	1	0	2	0	1	2	2	P F G P
SELMER MUSIC GUIDANCE SURVEY Pitch Recognition (HAS)	0	1	2	0	0	0	0	1	2	0	1	1	1	1	1	1	0	1	2	2	1	1	2	0	0	0	0	0	[illegible]	0	0	0	0	0	0	0	P G P P
SHORT TERM AUDITORY RETRIEVAL AND STORAGE TEST (PLS)	1	0	2	0	0	0	0	0	2	0	1	1	1	1	1	0	1	[illegible]	1	2	1	1	2	0	1	0	0	0	1	1	0	0	0	1	0	0	P F F P
SPECIFIC LANGUAGE DISABILITY TEST - GRADES SIX, SEVEN, AND EIGHT Auditory Discrimination (EPS)	0	1	2	0	0	0	0	1	1	0	0	1	1	0	0	0	1	1	2	2	1	1	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F F P
TESTING-TEACHING MODULE OF AUDITORY DISCRIMINATION Diagnostic Test Final Consonant Blend and Consonant Digraph Sounds (ATP)	2	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	1	1	1	1	1	1	0	0	1	3	0	0	0	0	0	0	P G F P
TESTING-TEACHING MODULE OF AUDITORY DISCRIMINATION Diagnostic Test Final Consonant Sounds (ATP)	2	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	1	1	1	1	1	1	0	0	1	3	0	0	0	0	0	0	P G F P
TESTING-TEACHING MODULE OF AUDITORY DISCRIMINATION Diagnostic Test Initial Consonant Blend (ATP)	2	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	1	1	1	1	1	1	0	0	1	3	0	0	0	0	0	0	P G F P
TESTING-TEACHING MODULE OF AUDITORY DISCRIMINATION Diagnostic Test Initial Consonant Sounds (ATP)	2	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	1	1	1	1	1	1	0	0	1	3	0	0	0	0	0	0	P G F P
TESTING-TEACHING MODULE OF AUDITORY DISCRIMINATION Diagnostic Test Vowel Sounds: Long and Short Vowels, Vowel Combinations (ATP)	2	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	1	1	1	1	1	1	0	0	1	3	0	0	0	0	0	0	P G F P
TESTING-TEACHING MODULE OF AUDITORY DISCRIMINATION Test of Auditory Discrimination (ATP)	2	1	2	0	0	0	0	0	1	0	1	1	1	1	1	1	1	1	2	0	1	0	1	1	1	1	0	0	1	3	0	0	0	0	0	0	P F F P
TILSON-GRETSCH MUSICAL APTITUDE TEST (FGC)	2	1	2	0	0	0	0	1	2	0	0	0	1	1	1	0	0	1	2	2	1	0	2	0	1	1	1	0	1	1	0	0	0	1	3	2	P F F P
WING STANDARDIZED TESTS OF MUSICAL INTELLIGENCE Total Tests 1, 2, 3 (NFER)	3	1	2	0	0	0	0	1	1	0	1	0	0	1	1	1	1	1	1	2	1	1	2	0	1	1	1	0	1	1	0	0	0	0	3	0	P F F P
WORD INTELLIGIBILITY BY PICTURE IDENTIFICATION List I (SH)	2	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	0	1	2	1	1	0	0	0	0	0	0	0	0	0	0	0	P G P P
WORD INTELLIGIBILITY BY PICTURE IDENTIFICATION List II (SH)	2	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	0	1	2	1	1	0	0	0	0	0	0	0	0	0	0	0	P G P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADUATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustrations & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test - Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	[illegible]
WORD INTELLIGIBILITY BY PICTURE IDENTIFICATION List III (SH)	2	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	0	1	2	1	1	0	0	0	0	0	0	0	0	0	0	0	P G P P
WORD INTELLIGIBILITY BY PICTURE IDENTIFICATION List IV (SH)	2	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	0	1	2	1	1	0	0	0	0	0	0	0	0	0	0	0	P G P P
IV. PSYCHOMOTOR SKILLS																																					
BASIC SCREENING AND REFERRAL FORM FOR CHILDREN WITH SUSPECTED LEARNING AND BEHAVIORAL DISABILITIES (FP)	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	2	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	[illegible]	P P P P
DEVEREUX TEST OF EXTREMITY COORDINATION Total Motor Functioning (DFP)	2	1	2	0	0	0	0	0	2	0	1	0	0	0	0	0	1	1	2	0	1	1	1	0	0	0	0	0	1	2	0	0	0	0	3	0	P P P P
DYSLEXIA SCHEDULE (EPS)	2	0	0	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	2	0	1	1	2	1	1	1	0	0	1	1	0	0	0	0	0	0	P F F P
EDUCATIONAL DEVELOPMENTAL PROGRAM - KIT I: EDUCATIONAL EVALUATION (BSP)	0	1	0	0	0	0	0	0	[illegible]	0	1	1	1	0	1	1	1	1	2	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
FROSTIG MOVEMENT SKILLS TEST BATTERY Total (CPP)	2	1	2	0	0	0	0	1	1	0	1	0	1	1	1	1	1	1	2	0	1	0	1	1	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
HARRIS TEST OF LATERAL DOMINANCE Hand Dominance - Total (PC)	0	0	2	0	0	0	0	0	2	0	0	0	1	0	0	1	1	1	2	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
INITIAL LEARNING ASSESSMENT Perceptual-Motor Functions (ATP)	0	1	1	0	0	0	0	0	2	0	1	0	0	0	0	0	1	1	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
LINCOLN-OSERETSKY MOTOR DEVELOPMENT SCALE (CHS)	3	2	2	0	0	1	0	0	2	1	1	1	1	1	1	1	1	1	2	0	1	1	0	1	1	1	1	0	1	0	0	3	0	0	3	1	F G P P
MOTOR PROBLEMS INVENTORY (WPS)	2	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	0	1	0	1	0	0	1	1	0	0	0	0	0	0	P F P P
OSERETSKY TESTS OF MOTOR PROFICIENCY Motor Level (AGS)	0	1	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
PSYCHOEDUCATIONAL INVENTORY OF BASIC LEARNING ABILITIES (FP)	0	2	0	0	0	0	0	0	1	0	1	1	1	0	0	1	1	1	1	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	P P P P
QUICK NEUROLOGICAL SCREENING TEST Total (ATP)	2	1	1	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	0	0	0	1	1	1	0	0	0	2	0	0	0	0	0	0	P F P P
QUICK SCREENING SCALE OF MENTAL DEVELOPMENT General Mental Level (PA)	1	1	1	0	0	0	0	0	1	0	1	1	0	0	0	0	1	1	1	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	P P P P
ROSNER PERCEPTUAL SURVEY Rosner-Richman Perceptual Survey Total (LRDC)	0	0	1	0	0	0	0	0	1	0	0	1	1	0	0	0	1	1	2	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
TEST OF MOTOR IMPAIRMENT (BEP)	3	2	2	0	1	0	0	1	2	0	1	0	0	0	1	1	1	1	2	0	1	1	1	1	0	0	0	0	1	0	0	0	0	0	0	0	F F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent / Factorial	Experimental / Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	[illegible]	[illegible]	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-P
18A. Fine Motor Skills																																					
ARTHUR POINT SCALE OF PERFORMANCE TEST, REVISED FORM II Seguin Form Board (Arthur Revision) (PC)	0	1	2	0	0	0	0	0	0	0	1	1	0	0	1	1	1	1	2	0	0	1	2	0	0	0	1	0	0	0	0	0	0	1	0	2	P F P P
ARTHUR POINT SCALE OF PERFORMANCE TEST, REVISED FORM II Total Point Score - Healy Picture Completion Omitted (PC)	0	1	1	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	2	F F P P
ARTHUR POINT SCALE OF PERFORMANCE TEST, REVISED FORM II Total Point Score - Porteus Maze Omitted (PC)	0	1	1	0	0	0	0	0	1	0	1	1	0	0	1	0	1	1	2	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	2	P F P P
BABCOCK TEST OF MENTAL EFFICIENCY Motor A (WPS)	0	2	1	0	0	0	0	0	0	0	1	1	1	0	1	1	1	1	2	0	0	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	F F P P
BABCOCK TEST OF MENTAL EFFICIENCY Motor B (WPS)	0	1	1	0	0	0	0	0	2	0	1	1	1	1	0	1	1	1	2	0	0	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	P F P P
BABCOCK TEST OF MENTAL EFFICIENCY Motor Control (WPS)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	2	0	0	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	P F [illegible]
BARCLAY CLASSROOM CLIMATE INVENTORY Group Group Realistic-Outdoor (ESD)	1	0	0	0	0	0	0	1	0	0	1	0	0	0	0	1	0	1	1	2	1	0	2	0	1	1	0	0	1	2	1	0	0	0	0	0	P P F P
BENDER GESTALT TEST FOR YOUNG CHILDREN (KOPPITZ SCORING SYSTEM) Developmental Score (WPS)	2	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	0	1	0	1	1	0	0	0	0	1	0	0	0	0	0	0	P F P P
BENDER GESTALT TEST FOR YOUNG CHILDREN (KOPPITZ SCORING SYSTEM) Evaluation for Brain Injury (WPS)	2	1	2	0	2	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	P F F P
BENDER GESTALT TEST FOR YOUNG CHILDREN (KOPPITZ SCORING SYSTEM) Number of Emotional Indicators (WPS)	2	1	2	0	1	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	P F P P
BENDER VISUAL MOTOR GESTALT TEST FOR CHILDREN (WPS)	1	1	2	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	P F P P
BIMODAL REACTION TIME TEST (IDS)	0	0	0	0	0	0	0	0	0	0	1	1	1	1	0	0	1	1	2	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
DENNIS VISUAL PERCEPTION SCALE Design 01 (WPS)	2	1	2	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P G P P
DENNIS VISUAL PERCEPTION SCALE Design 02 (WPS)	2	1	2	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P G P P
DENNIS VISUAL PERCEPTION SCALE Design 03 (WPS)	2	1	2	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	1	1	0	0	1	0	0	0	0	0	0	0	0	0	2	P G P P
DENNIS VISUAL PERCEPTION SCALE Design 04 (WPS)	2	1	2	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P G P P
DENNIS VISUAL PERCEPTION SCALE Design 05 (WPS)	2	1	2	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	1	1	0	0	1	0	0	0	0	0	0	0	0	0	2	P G P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
DENNIS VISUAL PERCEPTION SCALE Design 06 (WPS)	2	1	2	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P G P P
DENNIS VISUAL PERCEPTION SCALE Design 07 (WPS)	2	1	2	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P G P P
DENNIS VISUAL PERCEPTION SCALE Design 08 (WPS)	2	1	2	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	1	1	0	0	1	0	0	0	0	0	0	0	0	0	2	P G P P
DENNIS VISUAL PERCEPTION SCALE Design 09 (WPS)	2	1	2	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P G P P
DENNIS VISUAL PERCEPTION SCALE Design 10 (WPS)	2	1	2	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P G P P
DENNIS VISUAL PERCEPTION SCALE Design 11 (WPS)	2	1	2	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	1	1	0	0	1	0	0	0	0	0	0	0	0	0	2	P G P P
DENNIS VISUAL PERCEPTION SCALE Design 12 (WPS)	2	1	2	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P G P P
DENNIS VISUAL PERCEPTION SCALE Design 13 (WPS)	2	1	2	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P G P P
DENNIS VISUAL PERCEPTION SCALE Design 14 (WPS)	2	1	2	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P G P P
DENNIS VISUAL PERCEPTION SCALE Design 15 (WPS)	2	1	2	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	1	1	0	0	1	0	0	0	0	0	0	0	0	0	2	P G P P
DENNIS VISUAL PERCEPTION SCALE Design 16 (WPS)	2	1	2	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	1	1	0	0	1	0	0	0	0	0	0	0	0	0	2	P G P P
DENNIS VISUAL PERCEPTION SCALE Design 17 (WPS)	2	1	2	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	1	1	0	0	1	0	0	0	0	0	0	0	0	0	2	P G P P
DENNIS VISUAL PERCEPTION SCALE Design 18 (WPS)	2	1	2	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	1	1	0	0	1	0	0	0	0	0	0	0	0	0	2	P G P P
DENNIS VISUAL PERCEPTION SCALE Design 19 (WPS)	2	1	2	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	1	1	0	0	1	0	0	0	0	0	0	0	0	0	2	P G P P
DENNIS VISUAL PERCEPTION SCALE Design 20 (WPS)	2	1	2	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	1	1	0	0	1	0	0	0	0	0	0	0	0	0	2	P G P P
DETROIT TEST OF LEARNING APTITUDE Motor Speed and Precision (BMC)	0	1	2	0	0	0	0	0	2	0	1	1	0	1	1	1	1	1	1	0	0	1	1	1	1	1	1	0	0	0	0	0	0	1	0	1	P F P P
DEVELOPMENTAL TEST OF VISUAL-MOTOR INTEGRATION (FPC)	2	1	2	0	1	0	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	1	0	0	0	1	1	0	0	2	0	0	0	0	0	2	P G F P
DEVEREUX TEST OF EXTREMITY COORDINATION Fine Motor Ability (DFP)	2	0	2	0	0	0	0	0	2	0	1	0	0	0	0	1	1	1	2	0	1	1	2	0	0	0	0	0	1	2	0	0	0	0	3	0	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
FIVE TASK TEST Quality Score (WPS)	0	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	1	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	P G P P
FROSTIG MOVEMENT SKILLS TEST BATTERY Bead Stringing (CPP)	2	1	2	2	0	0	0	1	0	1	0	1	1	1	1	0	1	1	2	0	1	1	2	1	0	1	0	0	1	0	0	1	0	0	3	2	P F P P
FROSTIG MOVEMENT SKILLS TEST BATTERY Block Transfer (CPP)	2	1	2	2	0	0	0	1	0	1	0	1	1	0	1	0	1	1	2	0	1	1	2	1	0	1	0	0	1	0	0	2	0	0	0	2	P F P P
FROSTIG MOVEMENT SKILLS TEST BATTERY Fist - Edge - Palm (CPP)	2	1	2	2	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	0	1	1	1	1	0	1	0	0	1	0	0	1	0	1	0	1	P G P P
FROSTIG MOVEMENT SKILLS TEST-BATTERY Hand-Eye Coordination (CPP)	2	2	2	0	0	0	0	1	0	0	1	1	1	0	1	0	1	1	2	0	1	1	1	1	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
GESELL DEVELOPMENTAL KIT Copy Forms (WPS)	0	1	2	0	1	0	0	0	2	1	1	1	0	0	1	1	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
GESELL DEVELOPMENTAL KIT Incomplete Man (WPS)	0	1	2	0	1	0	0	0	2	1	1	0	0	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
HARRIS TEST OF LATERAL DOMINANCE Dealing Cards (PC)	0	0	2	0	0	0	0	0	2	0	1	1	0	1	1	1	1	1	2	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
HARRIS TEST OF LATERAL DOMINANCE Eye Dominance - Total (PC)	0	0	2	0	0	0	0	0	2	0	1	0	0	0	1	1	1	1	1	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
HARRIS TEST OF LATERAL DOMINANCE Handwriting (PC)	0	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
HARRIS TEST OF LATERAL DOMINANCE Simultaneous Writing (PC)	0	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
HARRIS TEST OF LATERAL DOMINANCE Tapping (PC)	0	0	2	0	0	0	0	0	2	0	1	0	0	0	0	1	1	1	2	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
MANUAL ACCURACY AND SPEED TEST Alternate Tapping (LIC)	1	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
MANUAL ACCURACY AND SPEED TEST Large Peg Placement (LIC)	1	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
MANUAL ACCURACY AND SPEED TEST Nails Transfer (LIC)	1	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
MANUAL ACCURACY AND SPEED TEST Small Peg Placement (LIC)	1	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
MANUAL ACCURACY AND SPEED TEST Steadiness (LIC)	1	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
MARIANNE FROSTIG DEVELOPMENTAL TEST OF VISUAL PERCEPTION Eye-Motor Coordination (CPP)	1	1	2	0	0	0	0	0	2	0	1	0	1	1	1	1	1	1	2	2	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	2	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT					COMPREHENSION			INSTRUCTIONS			FORMAT					ADMINISTRATION					INTERPRETATION						RELIABILITY						
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational	CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence	POWER/SPEED TEST	RECORDING ANSWERS	Testing Group Size	Administrator	Time	EASE OF SCORING	QUALITY OF MANUAL	Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter	CAN DECISIONS BE MADE?	Test — Retest	Internal Consistency	Alternate Form	REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
MINNESOTA PERCEPTO-DIAGNOSTIC TEST DCD - Distortion Circle-Diamond (CPPC)	3	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	0	1	0	1	0	0	0	0	0	2	0	0	0	0	0	0	P F P P
MINNESOTA PERCEPTO-DIAGNOSTIC TEST DD - Distortion Dots (CPPC)	3	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	0	1	0	1	0	0	0	0	0	2	0	0	0	0	0	0	P F P P
MINNESOTA PERCEPTO-DIAGNOSTIC TEST Rotation (CPPC)	3	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	0	1	1	1	0	0	0	0	0	2	0	0	0	0	0	0	P F P P
MINNESOTA PERCEPTO-DIAGNOSTIC TEST SPCD - Separation (CPPC)	3	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	0	1	0	1	0	0	0	0	0	2	0	0	0	0	0	0	P F P P
MINNESOTA PERCEPTO-DIAGNOSTIC TEST Total Score (CPPC)	3	2	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	0	1	0	1	0	0	0	0	0	2	1	1	1	0	0	2	P F P P
MOORE EYE-HAND COORDINATION AND COLOR-MATCHING TEST Speed of Eye-Hand Coordination (JEM)	0	1	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	0	1	1	2	0	1	1	0	0	1	0	0	0	0	1	3	1	P G P P
OSERETSKY TESTS OF MOTOR PROFICIENCY Speed (AGS)	0	1	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
PORTEUS MAZE TESTS Qualitative Score (PC)	1	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	0	1	1	0	1	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
QUICK NEUROLOGICAL SCREENING TEST Figure Recognition and Production (ATP)	2	1	1	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	0	1	0	1	1	1	0	0	0	1	0	0	0	0	0	0	P F P P
QUICK NEUROLOGICAL SCREENING TEST Hand Skill (Writing) (ATP)	2	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	0	1	0	1	1	1	0	0	0	1	0	0	0	0	0	0	P F P P
QUICK NEUROLOGICAL SCREENING TEST Thum and Finger Circles (ATP)	2	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	0	1	0	1	1	1	0	0	0	1	0	0	0	0	0	0	P G P P
QUICK SCREENING SCALE OF MENTAL DEVELOPMENT Manual Performance (PA)	1	1	2	0	0	0	0	0	1	0	1	1	0	0	0	0	1	1	2	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	P P P P
ROSNER PERCEPTUAL SURVEY Rosner-Richman Perceptual Survey Gesell Copy Form (LRDC)	0	0	2	0	0	0	0	0	2	0	1	1	0	0	0	0	1	1	1	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
ROSNER PERCEPTUAL SURVEY Rosner-Richman Perceptual Survey Rutgers Drawing Test (LRDC)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	0	0	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
SCREENING TESTS TO BE USED BY THE CLASSROOM TEACHER Wold Visuo-Motor Test (ATP)	0	0	2	0	0	0	0	0	2	0	0	0	0	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
SCREENING TESTS TO BE USED BY THE CLASSROOM TEACHER Wold-Digit-Symbol Test (ATP)	0	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P G P P
SLINGERLAND SCREENING TESTS FOR IDENTIFYING CHILDREN WITH SPECIFIC LANGUAGE DISABILITY - FORM D Copying from a Far Point (EPS)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	2	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
SLINGERLAND SCREENING TESTS FOR IDENTIFYING CHILDREN WITH SPECIFIC LANGUAGE DISABILITY - FORM D Copying from a Near Point (EPS)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	2	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES			
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION				
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form							
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P			
SLINGERLAND SCREENING TESTS FOR IDENTIFYING CHILDREN WITH SPECIFIC LANGUAGE DISABILITY - FORM D Copying Total (EPS)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	2	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P	F	P	P
SLOSSON DRAWING COORDINATION TEST FOR CHILDREN AND ADULTS (SEP)	2	1	2	0	0	0	0	1	2	0	1	0	1	0	0	1	1	1	2	2	1	1	0	0	0	1	0	0	1	1	0	0	0	0	0	0	P	F	P	P
SOUTHERN CALIFORNIA SENSORY INTEGRATION TESTS Design Copying (WPS)	1	0	2	0	0	0	0	0	2	0	1	1	1	1	0	0	1	1	2	0	0	1	1	0	0	1	0	0	0	0	0	0	0	0	0	1	P	F	P	P
SPECIFIC LANGUAGE DISABILITY TEST - GRADES SIX, SEVEN, AND EIGHT Visual to Motor I (EPS)	0	0	2	0	0	0	0	1	2	0	0	1	1	0	1	0	1	1	2	2	1	1	0	0	0	0	0	0	1	1	0	0	0	0	0	0	P	F	P	P
SPECIFIC LANGUAGE DISABILITY TEST - GRADES SIX, SEVEN, AND EIGHT Visual to Motor II (EPS)	0	0	2	0	0	0	0	1	2	0	1	1	1	0	1	1	0	1	2	2	1	1	0	0	0	0	0	0	1	1	0	0	0	0	0	0	P	F	P	P
SYMBOL DIGIT MODALITIES TEST Written Score (WPS)	0	1	2	0	1	0	0	0	2	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	0	0	1	0	1	2	0	0	0	1	0	0	P	G	F	P
VISUAL MOTOR GESTALT TEST (AOA)	2	1	2	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	0	0	0	1	0	0	1	0	0	0	0	0	0	P	F	P	P
VISUAL RETENTION TEST (REVISED) Administration C Error Categories (PC)	0	0	2	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	0	1	1	0	1	0	0	0	0	1	0	0	0	0	0	0	0	P	G	P	P
VISUAL RETENTION TEST (REVISED) Administration C Error Score (PC)	0	0	2	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	0	1	1	0	1	1	1	1	0	1	1	0	0	0	0	0	0	P	G	F	P
VISUAL RETENTION TEST (REVISED) Administration C Number of Correct Reproductions (PC)	0	1	2	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	0	1	1	0	1	1	1	1	0	1	1	0	0	0	0	0	0	P	G	F	P
WECHSLER INTELLIGENCE SCALE FOR CHILDREN - REVISED Coding (PC)	1	1	2	1	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	0	1	1	1	1	0	1	1	0	0	2	0	0	1	3	1	P	G	P	P
WIDE RANGE INTELLIGENCE AND PERSONALITY TEST Coding (GAD)	1	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	0	0	2	2	1	1	1	0	0	1	0	0	1	0	0	2	0	1	1	1	P	F	P	P
WIDE RANGE INTELLIGENCE AND PERSONALITY TEST Motivation Factor (GAD)	0	1	[illegible]	0	0	0	0	0	2	0	1	1	1	0	1	1	0	0	2	2	1	1	1	0	0	1	0	0	1	1	0	0	0	0	0	0	P	F	F	P
23B. Gross Motor Skills																																								
AAMD ADAPTIVE BEHAVIOR SCALE Physical Development (AAMD)	2	2	2	0	0	0	0	0	0	0	1	1	1	1	1	1	1	1	2	0	1	1	1	1	0	1	1	0	1	1	0	0	0	0	1	0	P	F	F	P
BURKS' BEHAVIOR RATING SCALES Poor Coordination (AP)	2	1	1	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	0	1	1	1	1	0	0	0	0	1	1	0	0	0	0	0	0	P	F	P	P
DEVEREUX TEST OF EXTREMITY COORDINATION Perceptual Motor Activity (DFP)	2	0	2	0	0	0	0	0	2	0	1	1	0	0	1	0	1	1	2	0	1	1	2	0	0	0	0	0	1	2	0	0	0	0	3	0	P	F	P	P
DEVEREUX TEST OF EXTREMITY COORDINATION Sequential Motor Ability (DFP)	2	0	1	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	1	2	0	0	0	0	3	0	P	F	P	P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Explanational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-3	0-3	0-2	0-2	0-2	0-2	0-1	[illegible]	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-2	[illegible]	0-3	0-2	G-P
DEVEREUX TEST OF EXTREMITY COORDINATION Static Balance (DFP)	2	0	2	0	0	0	0	0	2	0	1	0	0	1	1	1	1	1	2	0	1	1	2	0	0	0	0	0	1	2	0	0	0	0	0	0	P F P P
DIAGNOSTIC READING TEST A Test of Laterality Establishing Hand and Foot Dominance (MPC)	0	0	0	0	0	0	0	0	2	0	1	1	0	0	0	1	1	1	2	0	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
FROSTIG MOVEMENT SKILLS TEST BATTERY Balance (CPP)	2	1	2	0	0	0	0	1	2	0	1	0	1	1	1	1	1	1	2	0	1	1	1	1	0	0	0	0	1	0	0	0	0	0	0	0	P G P P
FROSTIG MOVEMENT SKILLS TEST BATTERY Bean Bag Throw (CPP)	2	0	2	2	0	0	0	1	2	0	1	1	1	1	1	0	1	1	2	0	1	1	2	1	0	1	0	0	1	0	0	2	0	0	0	1	P G P P
FROSTIG MOVEMENT SKILLS TEST BATTERY Chair Push-ups (CPP)	2	0	2	2	0	0	0	1	2	1	1	0	1	1	1	1	1	1	2	0	1	1	2	1	0	1	0	0	1	0	0	2	0	0	3	2	P G P P
FROSTIG MOVEMENT SKILLS TEST BATTERY Flexibility (CPP)	2	0	2	0	0	0	0	1	2	1	1	1	1	1	1	1	1	1	2	0	1	1	1	1	0	0	0	0	1	0	0	0	0	1	0	0	P G P P
FROSTIG MOVEMENT SKILLS TEST BATTERY One Foot Balance, Eyes Closed (CPP)	2	0	2	2	0	0	0	1	2	0	1	0	1	1	1	1	1	1	2	0	1	1	2	1	0	1	0	0	1	0	0	2	0	0	0	2	P G P P
FROSTIG MOVEMENT SKILLS TEST BATTERY One Foot Balance, Eyes Open (CPP)	2	0	2	2	0	0	0	1	2	0	1	0	1	1	1	1	1	1	2	0	1	1	2	1	0	1	0	0	1	0	0	1	0	0	0	1	P G P P
FROSTIG MOVEMENT SKILLS TEST BATTERY Sit-ups (CPP)	2	0	2	2	0	0	0	1	2	1	1	0	1	1	1	1	1	1	2	0	1	1	2	1	0	1	0	0	1	0	0	2	0	0	0	1	P G [illegible]
FROSTIG MOVEMENT SKILLS TEST BATTERY Sitting, Bending, Reaching (CPP)	2	0	2	2	0	0	0	1	2	1	1	1	1	1	1	1	1	1	2	0	1	1	2	1	0	1	0	0	1	0	0	2	0	1	3	1	P G P P
FROSTIG MOVEMENT SKILLS TEST BATTERY Strength (CPP)	2	1	1	0	0	0	0	1	2	0	1	0	1	1	1	1	1	1	2	0	1	1	1	1	0	0	0	0	1	0	0	0	0	0	0	0	P G P P
FROSTIG MOVEMENT SKILLS TEST BATTERY Visually Guided Movement (CPP)	2	0	2	0	0	0	0	1	2	0	1	1	1	1	1	0	1	1	2	0	1	1	1	1	0	0	0	0	1	0	0	0	0	0	0	0	P G P P
FROSTIG MOVEMENT SKILLS TEST BATTERY Walking Board (CPP)	2	0	2	2	0	0	0	1	2	1	1	0	1	1	1	1	1	1	2	0	1	1	2	1	0	1	0	0	1	0	0	2	0	0	0	0	P G P P
GESELL DEVELOPMENTAL KIT Right and Left Double Command (WPS)	0	1	2	0	1	0	0	0	1	1	1	1	0	0	1	1	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
GESELL DEVELOPMENTAL KIT Right and Left Right and Left Pictures, Motor Response (WPS)	0	1	2	0	0	0	0	0	2	1	1	0	0	0	1	1	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
GESELL DEVELOPMENTAL KIT Right and Left Single Commands (WPS)	0	1	2	0	0	0	0	0	1	0	0	1	0	0	1	1	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
HARRIS TEST OF LATERAL DOMINANCE Foot Dominance - Total (PC)	0	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
HARRIS TEST OF LATERAL DOMINANCE Hand Preferences (PC)	0	0	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-a.
HARRIS TEST OF LATERAL DOMINANCE Strength of Grip (PC)	0	0	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
KAHN TEST OF SYMBOL ARRANGEMENT Arrangement Time (PTS)	1	0	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
KAHN TEST OF SYMBOL ARRANGEMENT Contact (PTS)	1	0	1	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
KAHN TEST OF SYMBOL ARRANGEMENT Position of Objects of Strip (PTS)	1	0	1	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
OSERETSKY TESTS OF MOTOR PROFICIENCY Dynamic Manual (AGS)	0	0	2	0	0	0	0	0	1	0	1	1	0	0	1	1	1	1	2	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
OSERETSKY TESTS OF MOTOR PROFICIENCY General Dynamic (AGS)	0	1	1	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
OSERETSKY TESTS OF MOTOR PROFICIENCY General Static (AGS)	0	0	2	0	0	0	0	0	1	0	1	1	0	0	1	1	1	1	2	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
OSERETSKY TESTS OF MOTOR PROFICIENCY Simultaneous Movements (AGS)	0	0	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
OSERETSKY TESTS OF MOTOR PROFICIENCY Synkinesia (AGS)	0	0	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
PRESCRIPTIVE TEACHING SERIES Motor Skills (PEI)	1	2	2	0	0	0	0	0	2	0	1	1	0	0	1	1	0	1	1	0	1	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
QUICK NEUROLOGICAL SCREENING TEST Arm and Leg Extension (ATP)	1	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	0	1	0	1	1	1	0	0	0	1	0	0	0	0	0	0	P G P P
QUICK NEUROLOGICAL SCREENING TEST Finger to Nose (ATP)	2	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	1	0	0	1	0	1	1	1	0	0	0	1	0	0	0	0	0	0	P F P P
QUICK NEUROLOGICAL SCREENING TEST Rapid Hand Movements (ATP)	2	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	0	1	0	1	1	1	0	0	0	1	0	0	0	0	0	0	P G P P
QUICK NEUROLOGICAL SCREENING TEST Stand and Skip (ATP)	1	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	0	1	0	1	1	1	0	0	0	1	0	0	0	0	0	0	P G P P
QUICK NEUROLOGICAL SCREENING TEST Tandem Walk (ATP)	1	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	0	1	0	1	1	1	0	0	0	1	0	0	0	0	0	0	P G P P
QUICK SCREENING SCALE OF MENTAL DEVELOPMENT Bodily Coordination (PA)	1	1	2	0	0	0	0	0	1	0	1	1	0	0	0	0	1	1	1	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	P P P P
ROSNER PERCEPTUAL SURVEY Optometric Subscales Pursuits (LRDC)	0	0	2	0	0	0	0	0	2	0	1	0	0	0	0	0	1	1	2	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
ROSNER PERCEPTUAL SURVEY Rosner-Richman Perceptual Survey Motor Skills (LRDC)	0	0	2	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	2	0	1	1	2	0	0	0	0	0	1	0	0	0	0	1	0	0	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpretive		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-F-P
ROSNER PERCEPTUAL SURVEY Rosner-Richman Perceptual Survey Rhythmic Hop and Tap (LRDC)	0	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P G P P
SYMPTOMATOLOGY AND IDENTIFICATION OF A CHILD WITH LEARNING DISABILITIES Coordination (PI)	0	1	2	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
PHYSICAL EDUCATION AND HEALTH EDUCATION																																					
34. SPORTS SKILLS																																					
34A. Athletic Skills and Physical Conditioning																																					
AAHPER YOUTH FITNESS TEST Flexed-Arm Hang for Girls (AAHPER)	1	0	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	1	1	1	1	0	0	0	1	0	0	0	0	0	1	1	P F P P
AAHPER YOUTH FITNESS TEST Pull-up for Boys (AAHPER)	1	0	2	0	1	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	1	1	1	1	0	0	0	1	0	0	0	0	0	0	1	P F P P
AAHPER YOUTH FITNESS TEST Shuttle Run for Boys and Girls (AAHPER)	1	0	2	0	1	0	0	0	2	0	1	1	0	0	1	1	1	1	2	1	1	1	1	1	1	0	0	0	1	0	0	0	0	0	3	1	P F P P
AAHPER YOUTH FITNESS TEST Sit-up (Flexed Leg) for Boys and Girls (AAHPER)	1	0	2	0	1	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	1	2	1	1	0	0	0	1	0	0	0	0	0	2	1	P F P P
AAHPER YOUTH FITNESS TEST Standing Broad Jump for Boys and Girls (AAHPER)	1	0	2	0	1	0	0	0	2	0	1	1	0	1	1	1	1	1	2	0	1	1	1	1	1	0	0	0	1	0	0	0	0	0	3	1	P F P P
AAHPER YOUTH FITNESS TEST 9-Minute/1-Mile Run for Boys and Girls (AAHPER)	1	0	2	0	0	0	0	0	2	0	1	1	0	0	0	0	1	1	2	1	1	1	1	0	1	0	0	0	1	0	0	0	0	0	3	1	P F P P
AAHPER YOUTH FITNESS TEST 50-Yard Dash for Boys and Girls (AAHPER)	1	0	2	0	1	0	0	0	2	0	1	1	0	0	1	1	1	1	2	1	1	1	1	1	1	0	0	0	1	0	0	0	0	0	3	1	P F P P
AAHPER YOUTH FITNESS TEST 600-Yard Run-Walk for Boys and Girls (AAHPER)	1	0	2	0	1	0	0	0	2	0	1	1	0	0	1	1	1	1	2	1	1	1	1	1	1	0	0	0	1	0	0	0	0	0	3	1	P F P P
BARCLAY CLASSROOM CLIMATE INVENTORY Energy-Activity (ESD)	0	0	1	0	0	0	0	0	1	0	0	0	0	0	0	1	1	1	1	0	1	0	2	0	1	1	0	0	1	1	0	0	0	0	0	0	P P P P
BURKS' BEHAVIOR RATING SCALES Poor Physical Strength (AP)	2	0	1	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	1	0	1	1	1	1	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
CAHPER FITNESS-PERFORMANCE TEST MANUAL FOR BOYS AND GIRLS 7 TO 17 YEARS OF AGE Flexed Arm Hang (CAHPER)	1	0	2	0	0	0	0	1	2	2	1	0	1	0	1	1	1	1	2	0	1	1	2	1	1	0	1	0	1	2	0	0	0	0	1	1	P G F P
CAHPER FITNESS-PERFORMANCE TEST MANUAL FOR BOYS AND GIRLS 7 TO 17 YEARS OF AGE One Minute Speed Sit-up (CAHPER)	1	0	2	0	0	0	0	1	2	2	1	0	1	0	1	1	1	1	2	0	1	1	2	1	1	0	1	0	1	2	0	0	0	0	1	1	P G F P
CAHPER FITNESS-PERFORMANCE TEST MANUAL FOR BOYS AND GIRLS 7 TO 17 YEARS OF AGE Shuttle Run (CAHPER)	1	0	2	0	0	0	0	1	2	2	1	0	1	1	1	1	1	1	2	0	1	1	2	1	1	0	1	0	1	2	0	0	0	0	3	1	P G F P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
CAHPER FITNESS-PERFORMANCE TEST MANUAL FOR BOYS AND GIRLS 7 TO 17 YEARS OF AGE Standing Broad Jump (CAHPER)	1	0	2	0	0	0	0	1	2	2	1	0	1	1	1	1	1	1	2	0	1	1	2	1	1	0	1	0	1	2	0	0	0	0	3	1	P G F P
CAHPER FITNESS-PERFORMANCE TEST MANUAL FOR BOYS AND GIRLS 7 TO 17 YEARS OF AGE 50-Yard Run (CAHPER)	1	0	2	0	0	0	0	1	2	2	1	0	1	0	1	1	1	1	2	0	1	1	2	1	1	0	1	0	1	2	0	0	0	0	3	1	P G F P
CAHPER FITNESS-PERFORMANCE TEST MANUAL FOR BOYS AND GIRLS 7 TO 17 YEARS OF AGE 300-Yard Run (CAHPER)	1	0	2	0	0	0	0	1	2	2	1	0	1	0	1	1	1	1	2	0	1	1	2	1	1	0	1	0	1	2	0	0	0	0	3	1	P G F P
DEVELOPMENTAL PROFILE Physical Age (PDP)	1	1	1	0	0	0	0	0	1	1	1	1	0	0	1	1	0	1	2	0	1	0	1	1	0	0	1	0	1	0	0	0	0	0	0	0	P F P P
FROSTIG MOVEMENT SKILLS TEST BATTERY Changing Body Position (CPP)	2	0	2	2	0	0	0	1	2	1	1	0	1	1	1	1	1	1	2	0	1	1	2	1	0	1	0	0	1	0	0	1	0	0	3	2	P G P P
FROSTIG MOVEMENT SKILLS TEST BATTERY Shuttle Run (CPP)	2	0	2	2	0	0	0	1	2	1	1	0	1	1	1	1	1	1	2	0	1	1	2	1	0	1	0	0	1	0	0	2	0	0	3	2	P G P P
FROSTIG MOVEMENT SKILLS TEST BATTERY Standing Broad Jump (CPP)	2	0	2	2	0	0	0	1	2	1	1	1	1	1	1	1	1	1	2	0	1	1	2	1	0	1	0	0	1	0	0	2	0	1	3	0	P G P P
SYMPTOMATOLOGY AND IDENTIFICATION OF A CHILD WITH LEARNING DISABILITIES Physical Characteristics (PI)	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
24B. Sports Knowledge																																					
AAHPER COOPERATIVE PHYSICAL EDUCATION TEST - FORM 4A (ETS)	3	0	1	0	0	0	0	1	2	2	1	1	1	1	1	1	1	1	2	2	1	0	2	1	1	0	0	0	1	1	0	2	2	1	3	1	P G F F
25. VALUING PHYSICAL EDUCATION																																					
25A. Sportsmanship																																					
QUICK SCREENING SCALE OF MENTAL DEVELOPMENT Play Interests (PA)	1	0	2	0	0	0	0	0	2	0	1	1	0	0	0	0	1	1	2	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	P F P P
25B. Sports Enjoyment and Participation																																					
WHAT I LIKE TO DO Active Play (SRA)	1	1	1	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	0	2	1	1	0	0	1	1	2	0	2	0	1	1	1	P G F P
26. HEALTH HABITS AND UNDERSTANDING																																					
AAHPER COOPERATIVE HEALTH EDUCATION TEST - PRELIMINARY FORM 4 (ETS)	3	0	1	1	0	0	0	1	2	1	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	0	0	1	1	0	0	3	0	1	2	1	P G F P
GRAY-VOTAW-ROGERS GENERAL ACHIEVEMENT TEST - INTERMEDIATE Health and Safety (SV)	0	1	2	0	0	0	0	1	1	0	1	1	1	1	1	1	1	0	2	2	1	1	2	1	1	0	1	0	1	0	0	2	0	0	3	1	P F F P

ELEMENTARY GOAL

TEST NAME

ELEMENTARY GOAL / TEST NAME	MEASUREMENT VALIDITY: Content: Item Selection	Content: % Goal Assessed	Content: % Items Belonging	Construct: Divergent/Factorial	Construct: Experimental/Evaluational	CONCURRENT	PREDICTIVE	EXAMINEE APPROPRIATENESS: EXAMINEE JUSTIFICATION	Comprehension: Item Appropriateness	Comprehension: Item Difficulties	Comprehension: Item Relevance	Instructions: Concepts, Vocabulary	Instructions: Task Aspects	Instructions: Sample Items	Format: Page Layout	Format: Illustration & Print	Format: Item Coherence	POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATIVE USABILITY: Administration: Testing Group Size	Administration: Administrator	Administration: Time	EASE OF SCORING	QUALITY OF MANUAL	Interpretation: Score Interpretation	Interpretation: Score Conversion	Interpretation: Norm Range	Interpretation: Norm Group	Interpretation: Score Interpreter	CAN DECISIONS BE MADE?	NORMED TECHNICAL EXCELLENCE: Reliability: Test – Retest	Reliability: Internal Consistency	Reliability: Alternate Form	REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	TOTAL LETTER GRADES
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
NATIONAL ACHIEVEMENT TESTS - INTERMEDIATE BATTERY Competence in Social Studies, Science, Health and Safety (PA)	0	1	0	0	0	0	0	1	1	0	1	0	1	1	0	1	1	0	0	2	1	1	1	0	1	1	0	0	1	0	0	0	0	1	0	2	P P F P
26A. Health and Safety Behavior and Attitudes																																					
AAMD ADAPTIVE BEHAVIOR SCALE Domestic Activity (AAMD)	2	1	1	0	0	0	0	0	0	0	1	1	1	1	1	1	1	1	2	0	1	1	1	1	0	1	1	0	1	1	0	0	0	0	0	0	P F F P
AAMD ADAPTIVE BEHAVIOR SCALE Independent Functioning (AAMD)	2	2	2	0	0	0	0	0	1	0	1	1	1	1	1	1	1	1	2	0	1	1	1	1	0	1	1	0	1	1	0	0	0	0	3	0	P F F P
BRISTOL SOCIAL-ADJUSTMENT GUIDES - THE CHILD IN RESIDENTIAL CARE Physical Conditions (NFER)	0	1	1	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
BRISTOL SOCIAL-ADJUSTMENT GUIDES - THE CHILD IN THE FAMILY Stress Symptoms Somatic Conditions (NFER)	0	0	1	0	0	0	0	0	0	0	1	1	1	0	1	1	1	1	2	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
HEALTH BEHAVIOR INVENTORY (CTB)	2	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	0	0	1	1	1	0	0	0	0	3	2	P G F P
PERSONALITY RATING SCALE Neatness (ETSA)	1	0	2	0	0	0	0	1	2	0	1	1	1	1	1	1	0	1	0	2	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
26B. Knowledge of Health Factors																																					
NATIONAL ACHIEVEMENT TESTS - HEALTH AND SAFETY EDUCATION TEST FOR GRADES 3-6 Application of Health and Safety Rules (PA)	0	1	1	0	0	0	0	1	1	0	0	1	1	1	1	1	0	1	2	2	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
NATIONAL ACHIEVEMENT TESTS - HEALTH AND SAFETY EDUCATION TEST FOR GRADES 3-6 Cause and Effect in Relation to Health and Safety (PA)	0	2	2	0	0	0	0	1	1	0	0	1	1	1	1	1	0	1	2	2	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
NATIONAL ACHIEVEMENT TESTS - HEALTH AND SAFETY EDUCATION TEST FOR GRADES 3-6 Facts about Health and Safety (PA)	0	1	1	0	0	0	0	1	1	0	0	1	1	1	1	1	0	1	2	2	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
NATIONAL ACHIEVEMENT TESTS - HEALTH AND SAFETY EDUCATION TEST FOR GRADES 3-6 Good Health and Safety Habits (PA)	0	2	1	0	0	0	0	1	1	0	0	1	1	1	1	1	0	1	2	2	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
NATIONAL ACHIEVEMENT TESTS - HEALTH AND SAFETY EDUCATION TEST FOR GRADES 3-6 Total (PA)	0	2	2	0	0	0	0	1	1	0	0	1	1	1	1	1	0	1	2	2	1	0	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
NATIONAL ACHIEVEMENT TESTS FOR GRADES 3-8 Health Test (PA)	0	2	1	0	0	0	0	1	0	0	0	1	1	0	0	0	1	1	2	2	1	0	1	0	0	1	1	0	1	0	0	0	0	0	0	0	P P P P
26C. Knowledge of Life Functions																																					
EMPORIA ELEMENTARY HEALTH TEST (BEM)	1	2	2	0	0	0	0	1	1	0	1	1	1	1	1	1	0	0	2	2	1	1	2	0	1	1	0	0	1	1	0	3	0	1	3	1	P F F F
ROSNER PERCEPTUAL SURVEY Rosner-Richman Perceptual Survey Identification of Body Parts (LRDC)	0	0	2	0	0	0	0	0	0	0	0	1	1	0	1	1	1	1	2	0	1	1	2	0	0	0	0	0	1	0	0	0	0	1	0	0	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent / Factorial	Experimental / Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
26D. Knowledge of Human Sexuality																																					
27. UNDERSTANDING HAZARDS AND DISEASES																																					
27A. Knowledge of Safety Precautions																																					
27B. Knowledge of Habit-Forming Substances																																					
27C. Knowledge of Diseases and Disability																																					
READING:																																					
28. READING READINESS SKILLS																																					
28A. Listening																																					
CLASSROOM READING INVENTORY Hearing Capacity Level (WCB)	1	1	1	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	0	1	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
DETROIT TEST OF LEARNING APTITUDE Oral Directions (BMC)	0	0	1	0	0	0	0	0	0	0	0	1	1	0	0	0	1	1	1	0	0	1	1	1	1	0	1	0	0	0	0	0	0	0	0	2	P P P P
DEVEREUX ELEMENTARY SCHOOL BEHAVIOR RATING SCALE Comprehension (DFP)	1	0	1	0	0	0	0	0	2	0	1	1	0	0	0	1	0	1	1	0	1	1	0	1	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
DEVEREUX ELEMENTARY SCHOOL BEHAVIOR RATING SCALE Inattentive-Withdrawn (DFP)	1	0	1	0	0	0	0	0	2	0	1	1	0	0	0	1	0	1	1	0	1	1	0	1	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
DIAGNOSTIC READING SCALES Reading Passages Potential Level (CTB)	1	1	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	0	1	0	0	0	1	0	0	1	1	0	0	0	0	0	0	P F P P
DIAGNOSTIC READING TEST Inventory of Basic Auditory Skills Fusion of Separated Sounds into Meaningful Units (MPC)	0	0	2	0	0	0	0	0	1	0	1	0	0	0	0	1	1	1	2	0	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
DIAGNOSTIC READING TEST Inventory of Basic Auditory Skills Repeating Nonsense Syllables (Imitating the Examiner) (MPC)	0	0	2	0	0	0	0	0	1	0	1	0	0	0	0	1	1	1	2	0	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
DIAGNOSTIC READING TEST Inventory of Basic Auditory Skills Repeating Numbers and Letters (MPC)	0	0	2	0	0	0	0	0	2	0	1	0	0	0	0	1	1	1	2	0	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DURRELL LISTENING - READING SERIES: INTERMEDIATE LEVEL Listening Test Paragraphs (HBJ)	3	2	2	0	0	1	0	1	2	0	1	1	1	1	1	1	0	1	1	2	1	1	2	1	1	1	0	1	1	2	0	2	0	0	3	2	F F G P
FLOWERS AUDITORY TEST OF SELECTIVE ATTENTION (PLS)	0	0	2	0	0	0	0	1	1	0	0	1	1	1	1	0	1	1	2	2	1	1	2	0	1	0	0	0	1	1	0	0	0	1	0	0	P F F P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-P
FLOWERS-COSTELLO TESTS OF CENTRAL AUDITORY ABILITIES (PLS)	1	1	2	0	1	0	0	1	0	0	0	1	1	1	0	0	1	1	2	0	1	1	2	1	1	0	0	0	0	1	0	0	0	1	0	0	P F P P
GATES-McKILLOP READING DIAGNOSTIC TESTS Supplementary Tests Oral Vocabulary (TCP)	0	0	2	0	0	0	0	0	1	0	1	1	1	1	1	1	1	1	2	0	1	1	0	0	0	0	1	0	1	0	0	0	0	0	0	0	P F P P
PROGRESSIVE ACHIEVEMENT TESTS, LISTENING COMPREHENSION - PART 3 (NZCER)	2	2	2	0	0	1	0	1	2	2	1	1	1	1	1	1	1	0	2	2	1	0	2	1	0	0	1	0	1	2	0	2	2	1	0	1	P G F P
PROGRESSIVE ACHIEVEMENT TESTS, LISTENING COMPREHENSION - PART 4 (NZCER)	2	2	2	0	0	2	0	1	2	2	1	1	1	1	1	1	1	0	2	2	1	0	2	1	0	0	1	0	1	2	0	2	2	1	0	1	F G F P
PROGRESSIVE ACHIEVEMENT TESTS, LISTENING COMPREHENSION - PART 5 (NZCER)	2	2	2	0	0	2	0	1	2	2	1	1	1	1	1	1	1	0	2	2	1	0	2	1	0	0	1	0	1	2	0	2	2	1	0	1	F G F P
STANFORD ACHIEVEMENT TEST - INTERMEDIATE LEVEL I Listening Comprehension (HBJ)	3	2	2	0	0	0	0	1	2	1	1	1	1	1	1	1	1	1	1	2	1	1	2	1	1	1	0	1	1	2	0	2	0	1	1	2	P G G P
STANFORD ACHIEVEMENT TEST - INTERMEDIATE LEVEL I Total Auditory (HBJ)	3	2	1	0	0	0	0	1	1	2	1	1	1	1	1	1	1	1	1	2	1	0	2	1	1	1	0	1	1	2	0	2	0	1	3	2	P G G F
STANFORD ACHIEVEMENT TEST - INTERMEDIATE LEVEL II Listening Comprehension (HBJ)	3	1	2	0	0	0	0	1	2	2	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	1	1	2	0	2	0	1	3	2	P G G F
STANFORD ACHIEVEMENT TEST - INTERMEDIATE LEVEL II Total Auditory (HBJ)	3	1	1	0	0	0	0	1	2	2	1	1	1	1	1	1	1	1	2	2	1	0	2	1	1	1	0	1	1	2	0	2	0	1	3	2	P G G F
IIB. Speaking																																					
AAMD ADAPTIVE BEHAVIOR SCALE Language Development (AAMD)	2	2	2	0	0	0	0	0	0	0	1	1	1	1	1	1	1	1	2	0	1	1	1	1	0	1	1	0	1	1	0	0	0	0	1	0	P F F P
ARIZONA ARTICULATION PROFICIENCY SCALE: REVISED (WPS)	2	0	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	0	1	0	1	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DEEP TEST OF ARTICULATION: PICTURE FORM (SH)	2	0	2	0	0	0	0	0	0	0	1	1	1	1	1	1	1	1	2	0	0	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	P F P P
DEEP TEST OF ARTICULATION: SENTENCE FORM (SH)	2	0	2	0	0	0	0	0	0	0	1	1	1	0	1	1	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
DEVEREUX ELEMENTARY SCHOOL BEHAVIOR RATING SCALE Creative Initiative (DFP)	1	1	1	0	0	0	0	0	2	0	1	1	0	0	0	1	0	1	1	0	1	1	0	1	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
ENGLISH PHONEMIC UNIT PRODUCTION TEST (REVISED) (RVS)	0	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P G P P
EVALUATION OF SOUNDS (CCT)	0	0	2	0	0	0	0	0	1	0	1	1	0	0	1	1	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
FISHER-LOGEMANN TEST OF ARTICULATION COMPETENCE Screening Form of the Picture Test (HMC)	3	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADUATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent / Factorial	Experimental / Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustrations & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-F-P
GESELL DEVELOPMENTAL KIT Visual Three Projections (WPS)	0	0	1	0	1	0	0	0	1	0	1	1	0	0	1	1	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
GOLDMAN-FRISTOE TEST OF ARTICULATION Sounds-in-Sentences (AGS)	1	1	1	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	0	0	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	P F P P
GOLDMAN-FRISTOE TEST OF ARTICULATION Sounds-in-Words Subtest (AGS)	3	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	0	1	0	1	1	1	1	0	0	1	0	0	0	0	0	2	P F P P
ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES, REVISED Grammatic Closure (WPS)	1	0	2	0	0	0	0	0	2	0	1	1	0	1	1	1	1	1	2	0	0	1	0	1	0	1	0	0	0	1	0	0	0	0	0	2	P F P P
LANGUAGE FACILITY TEST (AC)	1	1	2	0	0	0	0	0	1	0	1	1	0	0	1	0	1	1	2	0	1	1	0	1	1	1	1	0	1	0	0	0	0	0	3	2	P F P P
ROSNER PERCEPTUAL SURVEY Rosner-Richman Perceptual Survey Word Repetition (LRDC)	0	0	2	0	0	0	0	0	2	0	0	1	1	1	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
SCREENING DEEP TEST OF ARTICULATION (SH)	1	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P G P P
STANDARD READING INVENTORY SRI Check List of Reading Habits Speech Defects (BERS)	0	0	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
SYMPTOMATOLOGY AND IDENTIFICATION OF A CHILD WITH LEARNING DISABILITIES Disorders of Speech and Hearing (PI)	0	0	1	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
SRC. Word Attack Skills																																					
BASIC EDUCATIONAL SKILLS INVENTORY, READING - LEVEL B Auditory Blending of Words (Sound Only) (SEI)	0	0	2	0	0	0	0	0	1	0	1	1	1	1	1	1	1	1	2	0	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
BASIC EDUCATIONAL SKILLS INVENTORY, READING - LEVEL B Beginning and Ending Word Patterns (SEI)	0	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P G P P
BASIC EDUCATIONAL SKILLS INVENTORY, READING - LEVEL B Blending Phonetic Elements (SEI)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
BASIC EDUCATIONAL SKILLS INVENTORY, READING - LEVEL B Blending Printed Words (SEI)	0	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P G P P
BASIC EDUCATIONAL SKILLS INVENTORY, READING - LEVEL B Double Vowels and Diphthongs (SEI)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
BASIC EDUCATIONAL SKILLS INVENTORY, READING - LEVEL B Final Consonant Blends and Digraphs (Pictorial) (SEI)	0	0	2	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	1	1	2	0	0	1	0	0	1	0	0	0	0	0	0	1	P F P P
BASIC EDUCATIONAL SKILLS INVENTORY, READING - LEVEL B Final Consonant Sounds (SEI)	0	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P G P P
BASIC EDUCATIONAL SKILLS INVENTORY, READING - LEVEL B Hard and Soft Sounds (SEI)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustrations & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range	0-2	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G–P
BASIC EDUCATIONAL SKILLS INVENTORY, READING - LEVEL B Initial Consonant Blends and Digraph Sounds (SEI)	0	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P G P P
BASIC EDUCATIONAL SKILLS INVENTORY, READING - LEVEL B Initial Consonant Blends and Digraph Sounds (Pictorial) (SEI)	0	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P G P P
BASIC EDUCATIONAL SKILLS INVENTORY, READING - LEVEL B Initial Consonant Sounds (SEI)	0	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P G P P
BASIC EDUCATIONAL SKILLS INVENTORY, READING - LEVEL B Initial Vowel Sounds (SEI)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
BASIC EDUCATIONAL SKILLS INVENTORY, READING - LEVEL B Medial Vowel Sounds (SEI)	0	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P G P P
BASIC EDUCATIONAL SKILLS INVENTORY, READING - LEVEL B Prefixes (SEI)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
BASIC EDUCATIONAL SKILLS INVENTORY, READING - LEVEL B Prefixes-Suffixes (SEI)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
BASIC EDUCATIONAL SKILLS INVENTORY, READING - LEVEL B Sounds of Printed Letter Blends and Digraphs (SEI)	0	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P G P P
BASIC EDUCATIONAL SKILLS INVENTORY, READING - LEVEL B Sounds of Printed Letters (Vowels and Consonants) (SEI)	0	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	1	1	[illegible]	0	0	0	0	0	1	0	0	0	0	0	0	0	P G P P
BASIC EDUCATIONAL SKILLS INVENTORY, READING - LEVEL B Suffixes (SEI)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
BASIC EDUCATIONAL SKILLS INVENTORY, READING - LEVEL B Syllabification (SEI)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
BURNETT READING SERIES SURVEY TEST - INTERMEDIATE Word Identification (STS)	2	1	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	0	1	1	0	0	0	0	1	2	P G F P
CLASSROOM READING INVENTORY Frustration Level (WCB)	1	2	1	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	0	1	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
DELAWARE COUNTY SILENT READING TEST OF LANGUAGE SKILLS #15 Structural Analysis (NAS)	0	1	1	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	1	0	0	0	0	0	0	1	0	0	0	0	[illegible]	0	0	P G P P
DELAWARE COUNTY SILENT READING TEST OF LANGUAGE SKILLS #16 Structural Analysis (NAS)	0	0	1	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P G P P
DENVER PUBLIC SCHOOLS READING INVENTORY Oral Reading Selection Word Recognition Errors (DPS)	1	0	2	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	2	0	1	1	0	1	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
DENVER PUBLIC SCHOOLS READING INVENTORY Word Attack Errors (DPS)	1	2	2	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	2	0	1	1	0	1	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
DIAGNOSTIC READING SCALES Checklist of Reading Difficulties Sight-Word Vocabulary (CTB)	0	1	2	0	0	0	0	0	1	0	1	1	0	0	1	1	1	1	2	0	0	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent / Factorial	Experimental / Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-F-P
DIAGNOSTIC READING SCALES Checklist of Reading Difficulties Word Analysis Techniques (CTB)	0	1	2	0	0	0	0	0	1	0	1	1	0	0	1	1	1	1	2	0	0	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DIAGNOSTIC READING SCALES Supplementary Phonics Tests Blending (CTB)	1	0	2	0	0	0	[illegible]	0	2	0	1	1	1	1	1	1	1	1	2	0	0	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P G P P
DIAGNOSTIC READING SCALES Supplementary Phonics Tests Common Syllables or Phonograms (CTB)	1	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	0	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
DIAGNOSTIC READING SCALES Supplementary Phonics Tests Consonant Blends and Digraphs (CTB)	1	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	0	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
DIAGNOSTIC READING SCALES Supplementary Phonics Tests Consonant Sounds (CTB)	1	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	0	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
DIAGNOSTIC READING SCALES Supplementary Phonics Tests Initial Consonant Substitution (CTB)	1	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	0	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
DIAGNOSTIC READING SCALES Supplementary Phonics Tests Letter Sounds (CTB)	1	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	0	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
DIAGNOSTIC READING SCALES Supplementary Phonics Tests Vowel Sounds (CTB)	1	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	0	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P G P P
DIAGNOSTIC READING SCALES Word Analysis Checklist Oral Reading Errors (CTB)	0	1	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	0	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DIAGNOSTIC READING SCALES Word Analysis Checklist Word Recognition Errors (CTB)	0	1	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	0	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DIAGNOSTIC READING SCALES Word Recognition Lists (CTB)	1	1	2	0	0	2	0	0	2	0	1	1	0	0	1	1	1	1	2	0	0	1	1	0	1	1	0	0	1	1	0	0	0	0	0	0	P F P P
DIAGNOSTIC READING TEST Letter Recognition (Lower Case) (MPC)	0	0	2	0	0	0	0	0	2	0	1	0	0	0	0	1	1	1	2	0	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DIAGNOSTIC READING TEST Letter Recognition (Upper Case) (MPC)	0	0	2	0	0	0	0	0	2	0	1	0	0	0	0	1	1	1	2	0	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DIAGNOSTIC READING TEST Oral Word Recognition Ability (MPC)	0	1	2	0	0	0	0	0	2	0	1	0	0	0	0	1	1	1	2	0	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DIAGNOSTIC READING TEST Phonetic Skills Inventory (Consonant Blends) (MPC)	0	0	2	0	0	0	0	0	2	0	1	0	0	0	0	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DIAGNOSTIC READING TEST Phonetic Skills Inventory (Short Vowel Sounds) (MPC)	0	0	2	0	0	0	0	0	2	0	1	0	0	0	0	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DIAGNOSTIC READING TEST Phonetic Skills Inventory (Single Consonant Sounds) (MPC)	0	0	2	0	0	0	0	0	2	0	1	0	0	0	0	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DIAGNOSTIC READING TESTS, SURVEY SECTION: LOWER LEVEL Word Recognition (CDRT)	1	1	2	0	0	0	0	1	1	0	0	0	1	1	0	1	1	1	2	2	1	1	2	0	1	1	1	0	1	0	0	0	0	0	3	2	P [illegible] F P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-3	0-2	0-3	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
DURRELL ANALYSIS OF READING DIFFICULTY Word Recognition and Word Analysis Analysis (HBJ)	0	0	0	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DURRELL ANALYSIS OF READING DIFFICULTY Word Recognition and Word Analysis Flash (HBJ)	0	1	1	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DURRELL ANALYSIS OF READING DIFFICULTY Word Recognition and Word Analysis Word Analysis - Check List of Difficulties (HBJ)	0	1	1	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DURRELL ANALYSIS OF READING DIFFICULTY Word Recognition and Word Analysis Word Recognition (Flash) - Checklist of Difficulties (HBJ)	0	1	1	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
GATES-McKILLOP READING DIAGNOSTIC TESTS Auditory Blending (TCP)	0	0	2	0	0	0	0	0	2	0	0	1	1	1	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
GATES-McKILLOP READING DIAGNOSTIC TESTS Knowledge of Word Parts Giving Letter Sounds (TCP)	0	0	2	0	0	0	0	0	2	0	0	1	1	1	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
GATES-McKILLOP READING DIAGNOSTIC TESTS Knowledge of Word Parts Naming Capital Letters (TCP)	0	0	2	0	0	0	0	0	2	0	0	1	1	1	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
GATES-McKILLOP READING DIAGNOSTIC TESTS Knowledge of Word Parts Naming Lower-Case Letters (TCP)	0	0	2	0	0	0	0	0	2	0	0	1	1	1	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
GATES-McKILLOP READING DIAGNOSTIC TESTS Knowledge of Word Parts Recognizing and Blending Common Word Parts (TCP)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	0	0	0	0	1	0	1	0	0	0	0	0	0	0	P F P P
GATES-McKILLOP READING DIAGNOSTIC TESTS Phrases: Flash Presentation (TCP)	0	0	2	0	0	0	0	0	2	0	1	1	1	0	0	0	1	1	2	0	1	1	0	0	0	0	1	0	1	0	0	0	0	0	0	0	P F P P
GATES-McKILLOP READING DIAGNOSTIC TESTS Recognizing the Visual Form of Sounds Final Letters (TCP)	0	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P G P P
GATES-McKILLOP READING DIAGNOSTIC TESTS Recognizing the Visual Form of Sounds Initial Letters (TCP)	0	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P G P P
GATES-McKILLOP READING DIAGNOSTIC TESTS Recognizing the Visual Form of Sounds Nonsense Words (TCP)	0	0	2	0	0	0	0	0	2	0	0	1	1	1	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
GATES-McKILLOP READING DIAGNOSTIC TESTS Recognizing the Visual Form of Sounds Vowels (TCP)	0	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P G P P
GATES-McKILLOP READING DIAGNOSTIC TESTS Supplementary Tests Syllabication (TCP)	0	0	2	0	0	0	0	0	2	0	0	1	1	1	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
GATES-McKILLOP READING DIAGNOSTIC TESTS Words: Flash Presentation (TCP)	0	0	2	0	0	0	0	0	1	0	1	1	1	0	0	0	1	1	2	0	1	1	0	0	0	0	1	0	1	0	0	0	0	0	0	0	P F P P
GATES-McKILLOP READING DIAGNOSTIC TESTS Words: Untimed Presentation (TCP)	0	1	2	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	2	0	1	1	0	0	0	0	1	0	1	0	0	0	0	0	0	0	P F P P
ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES, REVISED Auditory Closure (WPS)	1	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	0	1	0	1	0	1	0	0	0	1	0	0	0	0	0	[illegible]	P G P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-3	0-3	0-1	0-3	0-2	G F P
ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES, REVISED Sound Blending (WPS)	1	0	1	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	0	1	1	1	0	1	0	0	0	1	0	0	0	0	0	2	P G P P
LOOK ALIKE WORDS (WORD PREFERENCE INVENTORY) (PDR)	3	0	1	0	1	0	0	0	0	1	1	0	0	0	0	0	1	1	2	2	1	1	0	0	0	0	0	0	1	1	0	0	0	0	0	0	P P P P
McCULLOUGH WORD-ANALYSIS TESTS All Tests (PP)	0	2	2	0	0	0	0	1	1	0	1	1	0	1	1	1	1	1	2	1	1	0	1	1	1	0	0	1	1	1	0	3	0	0	3	1	P F F P
McCULLOUGH WORD-ANALYSIS TESTS Dividing Words into Syllables (PP)	2	0	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	1	1	1	2	1	1	1	0	1	1	1	0	1	0	0	0	2	P G F P
McCULLOUGH WORD-ANALYSIS TESTS Initial Blends and Digraphs (PP)	0	0	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	1	1	1	2	1	1	1	0	1	1	1	0	3	0	0	0	2	P G F P
McCULLOUGH WORD-ANALYSIS TESTS Interpreting Phonetic Symbols (PP)	0	0	2	0	0	0	0	1	1	0	1	1	1	1	1	1	1	1	2	1	1	1	2	1	1	1	0	1	1	1	0	2	0	0	2	2	P G F P
McCULLOUGH WORD-ANALYSIS TESTS Matching Letters to Vowel Sounds (PP)	0	1	2	0	0	0	0	1	1	0	1	1	1	1	1	1	1	1	2	1	1	1	2	1	1	1	0	1	1	2	0	2	0	0	0	2	P G G P
McCULLOUGH WORD-ANALYSIS TESTS Phonetic Discrimination (PP)	0	0	2	0	0	0	0	1	1	0	1	1	1	1	1	1	1	1	2	1	1	1	2	1	1	1	0	1	1	2	0	2	0	0	0	2	P G G P
McCULLOUGH WORD-ANALYSIS TESTS Root Words in Affixed Forms (PP)	0	0	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	1	1	1	1	1	1	1	0	1	1	1	0	2	0	0	2	2	P G F P
McCULLOUGH WORD-ANALYSIS TESTS Sounding Whole Words (PP)	0	0	2	0	0	0	0	1	1	0	1	1	0	1	1	1	1	1	2	1	1	1	2	1	1	1	0	1	1	1	0	2	0	0	3	2	P F F P
McCULLOUGH WORD-ANALYSIS TESTS Total Phonetic (PP)	0	2	2	0	0	0	0	1	1	0	1	1	1	1	0	1	1	1	2	1	1	0	2	1	1	0	0	1	1	1	0	3	0	0	2	1	P F F P
McCULLOUGH WORD-ANALYSIS TESTS Total Structural (PP)	0	1	1	0	0	0	0	1	1	0	1	1	1	1	1	1	1	1	2	1	1	1	1	1	1	0	0	1	1	1	0	2	0	0	2	1	P G F P
McGRATH TEST OF READING SKILLS Word Recognition (MPC)	0	1	2	0	0	0	0	0	2	0	1	1	0	0	0	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
MODERN LANGUAGE APTITUDE TEST - ELEMENTARY Finding Rhymes (PC)	1	0	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	0	0	0	0	1	0	0	3	0	1	0	0	P G F P
MODERN LANGUAGE APTITUDE TEST - ELEMENTARY Hidden Words (PC)	1	1	1	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	0	0	0	0	1	0	0	2	0	1	0	0	P G F P
MODERN LANGUAGE APTITUDE TEST - ELEMENTARY Total Score (PC)	1	0	1	0	0	0	2	1	1	0	1	1	1	1	1	1	1	0	1	2	1	0	1	1	1	1	0	0	1	0	0	3	0	1	3	1	P F F F
NEALE ANALYSIS OF READING ABILITY Accuracy of Reading (NFER)	0	1	2	0	0	2	0	0	1	0	1	1	0	0	1	0	1	1	2	0	1	1	0	1	0	1	0	0	1	0	0	0	3	0	0	2	P F P P
NEALE ANALYSIS OF READING ABILITY Qualitative Assessment Word Recognition (NFER)	0	0	1	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	0	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
NEALE ANALYSIS OF READING ABILITY Supplementary Diagnostic Test 1 What are the Names and Sounds of these Letters? (NFER)	0	1	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
OLIPHANT AUDITORY SYNTHESIZING TEST (EPS)	0	0	2	0	0	0	0	0	1	0	1	1	1	1	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
ORAL WORD READING TEST (NZCER)	1	1	2	0	0	0	0	1	1	0	0	1	1	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
PEABODY INDIVIDUAL ACHIEVEMENT TEST Reading Recognition (AGS)	2	1	2	0	0	1	0	1	2	0	1	1	1	0	1	1	1	1	2	0	1	1	0	1	1	1	1	1	1	1	2	0	0	0	3	2	P G F P
PIMSLEUR LANGUAGE APTITUDE BATTERY Sound-Symbol Association (HBJ)	2	1	2	0	0	0	0	1	0	0	1	1	1	1	1	1	1	0	2	2	1	1	2	1	0	0	0	0	1	0	0	0	0	1	0	0	P F F P
PRESCRIPTIVE TEACHING SERIES Auditory Skills (PEI)	1	1	1	0	0	0	0	0	2	0	1	1	0	0	1	1	0	1	1	0	1	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
PRESCRIPTIVE TEACHING SERIES Visual Skills (PEI)	1	0	1	0	0	0	0	0	1	0	0	1	0	0	1	1	0	1	1	0	1	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	P P P P
SCHONELL: GRADED WORD READING TEST (NFER)	0	1	2	0	0	0	0	0	1	0	1	0	0	0	0	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	1	P P P P
SCREENING TEST FOR AUDITORY PERCEPTION Part I (ATP)	0	0	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	1	2	1	1	2	1	1	1	0	0	1	0	0	0	0	0	0	2	P G F P
SCREENING TEST FOR AUDITORY PERCEPTION Part II (ATP)	0	0	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	1	2	1	1	2	1	1	1	0	0	1	0	0	0	0	0	0	2	P G F P
SCREENING TESTS TO BE USED BY THE CLASSROOM TEACHER MKM Auditory Letter Recognition Test (ATP)	0	1	1	0	0	0	0	0	1	0	1	1	0	0	0	0	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
SCREENING TESTS TO BE USED BY THE CLASSROOM TEACHER MKM Visual Lette[illegible]cognition Test (ATP)	0	1	1	0	0	0	0	0	0	0	0	1	1	0	0	0	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
SCREENING TESTS TO BE USED BY THE CLASSROOM TEACHER Recognition Vocabulary Test (ATP)	0	1	1	0	0	0	0	0	1	0	1	1	1	0	0	0	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
SLINGERLAND SCREENING TESTS FOR IDENTIFYING CHILDREN WITH SPECIFIC LANGUAGE DISABILITY - FORM D Auditory Perception and Discrimination (EPS)	0	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	2	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
SLINGERLAND SCREENING TESTS FOR IDENTIFYING CHILDREN WITH SPECIFIC LANGUAGE DISABILITY - FORM D Auditory Perception and Visual Association (EPS)	0	1	1	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	1	2	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
SLOSSON ORAL READING TEST (SEP)	0	1	2	0	0	0	0	1	2	0	1	1	1	0	0	0	1	1	2	0	1	1	0	0	1	1	0	0	1	0	0	0	0	0	0	0	P F P P
SPECIFIC LANGUAGE DISABILITY TEST - GRADES SIX, SEVEN, AND EIGHT Spelling (EPS)	0	1	2	0	0	0	0	1	2	0	1	1	1	0	0	0	1	1	2	2	1	1	0	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
STANDARD READING INVENTORY SRI Check List of Reading Habits Word Analysis (BERS)	0	1	1	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-F-P
STANDARD READING INVENTORY SRI Check List of Reading Habits Word Attack (BERS)	0	0	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
STANDARD READING INVENTORY Vocabulary in Isolation (BERS)	2	1	2	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P G P P
STANFORD ACHIEVEMENT TEST - INTERMEDIATE LEVEL I Word Study Skills (HBJ)	3	0	2	0	0	0	0	1	2	1	1	1	0	1	1	1	0	1	2	2	1	1	2	1	1	1	0	1	1	2	0	3	0	1	1	2	P G G P
STANFORD ACHIEVEMENT TEST - INTERMEDIATE LEVEL II Word Study Skills (HBJ)	3	1	2	0	0	0	0	1	2	2	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	1	1	2	0	3	0	1	2	2	P G G F
STANFORD DIAGNOSTIC READING TEST - LEVEL II Sound Discrimination (HBJ)	2	1	2	0	0	1	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	1	0	1	2	0	3	0	1	0	2	P G G P
STANFORD DIAGNOSTIC READING TEST - LEVEL II Syllabication (HBJ)	2	0	2	0	0	1	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	1	0	1	2	0	2	0	1	1	2	P G G P
TEST OF INDIVIDUAL NEEDS IN READING Word Analysis (MRP)	1	1	2	0	0	0	0	0	1	0	1	1	0	0	0	0	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
TESTING-TEACHING MODULE OF AUDITORY DISCRIMINATION Diagnostic Test Auditory Blending (ATP)	2	0	2	0	0	0	0	0	1	0	1	1	1	1	1	1	1	1	2	0	1	1	1	1	1	1	0	0	1	3	0	0	0	0	0	0	P F F P
WOODCOCK READING MASTERY TESTS Index of Total Reading (AGS)	2	2	1	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	0	0	1	1	0	1	1	0	1	0	0	0	0	0	2	P F P P
WOODCOCK READING MASTERY TESTS Letter Identification (AGS)	2	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	1	1	1	0	1	1	0	1	0	0	0	0	0	2	P F F P
WOODCOCK READING MASTERY TESTS Word Attack (AGS)	2	1	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	1	1	0	1	1	0	1	1	0	1	0	0	0	0	0	2	P G P P
WOODCOCK READING MASTERY TESTS Word Identification (AGS)	2	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	1	1	1	0	1	1	0	1	0	0	0	0	0	2	P F F P
29. FAMILIARITY WITH LITERATURE																																					
29A. Recognition of Literary Devices and Qualities																																					
29B. Knowledge of Literature																																					
GRAY-VOTAW-ROGERS GENERAL ACHIEVEMENT TEST Literature (SV)	1	1	2	0	0	0	0	1	1	0	1	1	1	1	1	1	1	0	2	2	1	1	2	1	1	0	1	0	1	0	0	2	0	0	3	1	P F F P
30. READING WITH UNDERSTANDING																																					
CALIFORNIA ACHIEVEMENT TESTS - LEVEL 3 Reading Total (CTB)	3	1	2	0	0	2	0	1	2	1	1	1	1	0	1	1	0	1	1	2	1	0	2	0	1	1	0	1	1	2	0	3	[illegible]	1	3	2	F F F F

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-3	0-3	0-1	0-3	0-2	G-P
CALIFORNIA ACHIEVEMENT TESTS - LEVEL 4 Reading Total (CTB)	3	1	2	0	0	2	0	1	2	1	1	1	1	1	1	1	0	1	1	2	1	0	2	0	1	1	0	1	1	2	0	3	0	1	3	2	F G F F
COMPREHENSIVE TESTS OF BASIC SKILLS - LEVEL 2 Reading Total (CTB)	3	1	2	0	0	2	0	1	2	1	1	1	1	1	1	1	1	1	2	2	1	0	2	1	1	1	0	1	1	2	2	3	2	1	3	2	F G G G
COMPREHENSIVE TESTS OF BASIC SKILLS - LEVEL 2 Total Battery (CTB)	3	1	1	0	0	2	0	1	2	1	1	1	1	1	1	1	1	1	1	2	1	0	2	1	1	1	0	1	1	2	3	3	3	1	3	2	P G G G
COMPREHENSIVE TESTS OF BASIC SKILLS - LEVEL 3 Reading Total (CTB)	3	1	2	0	0	0	0	1	2	2	1	1	1	1	1	1	1	1	2	2	1	0	2	1	1	1	0	1	1	2	2	3	2	1	3	2	P G G G
COMPREHENSIVE TESTS OF BASIC SKILLS - LEVEL 3 Total Battery (CTB)	3	1	1	0	0	0	0	1	2	2	1	1	1	1	1	1	1	1	1	2	1	0	2	1	1	1	0	1	1	2	3	3	3	1	3	2	P G G G
COMPREHENSIVE TESTS OF BASIC SKILLS, EXPANDED EDITION - LEVEL 2 Reading Total Reading (CTB)	3	2	2	0	0	2	0	1	2	1	1	1	1	1	1	1	1	1	2	2	1	0	2	1	1	1	0	1	1	0	0	3	2	1	2	2	F G F F
COMPREHENSIVE TESTS OF BASIC SKILLS, EXPANDED EDITION - LEVEL 2 Total Battery (CTB)	3	2	0	0	0	2	0	1	2	1	1	1	1	1	1	1	1	1	2	2	1	0	2	1	1	1	0	1	1	0	0	3	3	1	3	2	P G F G
COMPREHENSIVE TESTS OF BASIC SKILLS, EXPANDED EDITION - LEVEL 3 Reading Total Reading (CTB)	3	2	2	0	0	2	0	1	1	2	1	1	1	1	1	1	1	1	2	2	1	0	2	1	1	1	0	1	1	0	0	3	2	1	3	2	F G F F
COMPREHENSIVE TESTS OF BASIC SKILLS, EXPANDED EDITION - LEVEL 3 Total Battery (CTB)	3	2	1	0	0	2	0	1	1	1	1	1	1	1	0	1	1	1	2	2	1	0	2	1	1	1	0	1	1	0	0	3	3	1	3	2	F G F G
DELAWARE COUNTY SILENT READING TEST OF LANGUAGE SKILLS #15 Reading Achievement Rating (NAS)	0	2	1	0	0	0	0	1	2	0	1	1	1	0	1	1	0	1	2	2	1	0	0	0	0	1	0	0	1	0	0	0	0	0	0	0	P F P P
DELAWARE COUNTY SILENT READING TEST OF LANGUAGE SKILLS #16 Readi , Achievement Rating (NAS)	0	1	1	0	0	0	0	1	1	0	1	1	0	0	1	1	0	1	1	2	1	1	0	0	0	1	0	0	1	1	0	0	0	0	0	0	P F P P
DIAGNOSTIC READING TESTS Total (BMC)	1	1	2	0	0	0	0	1	1	0	1	1	1	1	0	1	1	1	2	2	1	0	1	0	0	0	1	0	1	0	0	0	0	1	0	0	P F P P
DURRELL LISTENING - READING SERIES: INTERMEDIATE LEVEL Reading Test Total (HBJ)	3	1	2	0	0	0	0	1	1	0	1	1	1	1	1	1	0	1	1	2	1	0	2	1	1	1	0	1	1	2	0	3	0	1	3	2	P F G F
GATES-MacGINIT.E READING TESTS - SURVEY D Composite (TCP)	2	1	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	0	2	2	1	0	1	1	0	0	0	1	1	0	0	0	0	1	0	0	P G P P
GRAY-VOTAW-ROGERS GENERAL ACHIEVEMENT TEST - INTERMEDIATE Total Average (SV)	0	1	0	0	0	0	0	1	1	0	1	1	0	1	1	1	1	0	2	2	1	0	2	1	1	0	1	0	1	0	0	3	0	0	3	1	P F F P
INITIAL LEARNING ASSESSMENT Academic Achievements Language Arts (ATP)	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
INVENTORY-SURVEY TE T FOR INTERMEDIATE GRADES Total (SFC)	1	2	2	0	0	0	0	1	1	0	1	1	0	0	1	1	1	1	2	2	1	0	2	0	1	1	1	1	1	1	0	0	0	0	3	2	P F F P
IOWA SILENT READING TESTS - LEVEL I Reading Power (HBJ)	0	2	2	0	0	2	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	0	2	1	1	0	0	1	1	0	0	3	3	1	3	2	P G F G

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES			
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION				
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpretor		Test — Retest	Internal Consistency	Alternate Form							
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	[illegible]			
METROPOLITAN ACHIEVEMENT TESTS - INTERMEDIATE Total Reading (HBJ)	3	2	2	0	0	2	0	1	2	0	1	1	1	1	1	1	1	0	2	2	1	0	2	1	1	0	0	1	1	2	0	3	0	1	3	2	F	G	F	F
NATIONAL ACHIEVEMENT TESTS - INTERMEDIATE BATTERY Competence in the Language Arts (PA)	0	1	1	0	0	0	0	1	1	0	1	0	0	1	0	1	1	0	0	2	1	1	1	0	1	1	0	0	1	0	0	0	0	1	0	2	P	P	F	P
NELSON READING TEST Total (HMC)	1	1	2	0	0	2	0	1	1	0	1	1	1	1	0	1	1	0	2	2	1	1	2	1	1	1	1	1	1	1	0	0	3	1	3	2	P	F	G	F
PUPIL PROGRESS SERIES DIAGNOSTIC READING - ELEMENTARY Comprehension (STS)	1	1	2	0	0	2	0	1	1	0	1	1	1	1	0	0	1	0	2	2	1	1	2	1	1	1	0	0	1	1	0	3	0	1	3	2	P	F	F	F
SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS - SERIES II, 4A AND 4B Reading (ETS)	3	2	2	0	0	2	0	1	2	1	1	1	1	1	1	1	1	0	2	2	1	0	2	1	1	1	0	1	1	0	0	3	0	1	3	2	F	G	F	F
SRA ASSESSMENT SURVEY, ACHIEVEMENT SERIES - BLUE LEVEL Composite (SRA)	2	2	0	0	0	2	0	1	2	1	1	1	1	1	0	1	1	0	2	2	1	0	2	1	1	1	1	1	1	1	0	3	0	1	3	2	P	G	G	F
SRA ASSESSMENT SURVEY, ACHIEVEMENT SERIES - BLUE LEVEL Reading Total (SRA)	2	2	2	0	0	2	0	1	2	1	1	1	1	1	0	1	1	0	2	2	1	0	2	1	1	1	1	1	1	1	0	3	0	1	1	2	F	G	G	P
SRA ASSESSMENT SURVEY, ACHIEVEMENT SERIES - GREEN LEVEL Composite (SRA)	2	2	0	0	0	2	0	1	2	1	1	1	1	1	1	1	1	0	2	2	1	0	2	1	1	1	1	1	1	1	0	3	0	1	3	2	P	G	G	F
SRA ASSESSMENT SURVEY, ACHIEVEMENT SERIES - GREEN LEVEL Reading Total (SRA)	2	2	2	0	0	2	0	1	2	1	1	1	1	1	0	1	1	0	2	2	1	0	2	1	1	1	1	1	1	1	0	3	0	1	3	2	F	G	G	F
TEST OF READING, INTER-AMERICAN SERIES: LEVEL 3 Total (GTA)	1	1	2	0	0	2	0	1	1	0	1	1	1	1	0	1	0	0	2	2	1	0	2	0	1	0	0	0	1	0	0	0	3	1	1	1	P	F	P	P
30A. Recognition of Word Meanings																																								
ACER PRIMARY READING SURVEY TESTS - LEVEL C Word Knowledge (ACER)	0	1	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	0	1	1	0	0	0	1	0	1	P	G	F	P
ACER PRIMARY READING SURVEY TESTS - LEVEL D Word Knowledge (ACER)	0	1	2	0	0	0	0	1	1	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	0	1	1	0	0	0	1	0	1	P	G	F	P
ACER SILENT READING TEST - FORM A Word Knowledge (ACER)	0	1	2	0	0	0	0	1	1	0	1	0	1	1	0	1	1	0	2	2	1	1	2	0	0	0	0	0	1	0	0	0	0	1	0	0	P	F	P	P
ACER SILENT READING TEST - FORM C Word Knowledge (ACER)	0	1	2	0	0	0	0	1	1	0	1	1	1	1	1	1	1	0	2	2	1	1	2	1	1	1	0	0	1	0	0	0	0	1	0	1	P	F	F	P
BURNETT READING SERIES SURVEY TEST - INTERMEDIATE Word Meaning (STS)	2	1	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	0	2	2	1	1	2	1	1	1	0	0	1	1	0	0	0	1	3	2	P	G	F	P
CALIFORNIA ACHIEVEMENT TESTS - LEVEL 3 Reading Vocabulary (CTB)	3	1	2	0	0	2	0	1	2	1	1	1	1	1	1	1	1	1	1	2	1	1	2	0	1	1	0	1	1	2	0	3	2	1	1	2	F	G	G	F
CALIFORNIA ACHIEVEMENT TESTS - LEVEL 4 Reading Vocabulary (CTB)	3	1	2	0	0	2	0	1	2	2	1	1	1	1	1	1	1	1	1	2	1	1	2	0	1	1	0	1	1	2	0	2	0	1	3	2	F	G	G	F

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-3	0-3	0-1	0-3	0-2	G-P
CANADIAN TESTS OF BASIC SKILLS, LEVELS EDITION - LEVEL 11 Vocabulary (TNS)	3	1	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	1	0	1	1	2	2	0	1	3	2	P G G F
CANADIAN TESTS OF BASIC SKILLS, LEVELS EDITION - LEVEL 12 Vocabulary (TNS)	3	1	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	1	0	1	1	2	2	0	1	3	2	P G G F
COMPREHENSIVE TESTS OF BASIC SKILLS - LEVEL 2 Reading Vocabulary (CTB)	3	1	2	0	0	2	0	1	2	1	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	1	1	2	2	3	2	1	1	2	F G G F
COMPREHENSIVE TESTS OF BASIC SKILLS - LEVEL 3 Reading Vocabulary (CTB)	3	1	2	0	0	0	0	1	2	2	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	1	1	2	2	3	2	1	3	2	P G G G
COMPREHENSIVE TESTS OF BASIC SKILLS, EXPANDED EDITION - LEVEL 2 Reading Vocabulary (CTB)	3	1	2	0	0	2	0	1	2	1	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	1	1	0	0	3	2	1	1	2	F G F F
COMPREHENSIVE TESTS OF BASIC SKILLS, EXPANDED EDITION - LEVEL 3 Reading Vocabulary (CTB)	3	1	2	0	0	2	0	1	1	2	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	1	1	0	0	3	2	1	3	2	F G F F
DELAWARE COUNTY SILENT READING TEST OF LANGUAGE SKILLS #15 Vocabulary (NAS)	0	1	2	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P G P P
DELAWARE COUNTY SILENT READING TEST OF LANGUAGE SKILLS #16 Vocabulary (NAS)	0	2	1	0	0	0	0	1	1	0	1	1	0	0	1	1	1	1	2	2	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DIAGNOSTIC READING TEST Word Meanings Ability for Silent Reading (MPC)	0	1	2	0	0	0	0	0	2	0	1	0	0	0	0	1	1	1	2	0	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DIAGNOSTIC READING TESTS Vocabulary (BMC)	2	1	2	0	0	0	0	1	1	0	1	1	1	1	0	1	1	1	2	2	1	1	1	0	0	0	1	0	1	0	0	0	0	1	0	0	P F P P
DIAGNOSTIC READING TESTS, SURVEY SECTION: LOWER LEVEL Vocabulary (CDRT)	1	1	2	0	0	0	0	1	1	0	1	0	1	1	1	1	1	1	2	2	1	1	2	0	1	1	1	0	1	0	0	0	0	0	3	2	P F F P
DURRELL LISTENING - READING SERIES: INTERMEDIATE LEVEL Reading Test Vocabulary (HBJ)	3	1	2	0	0	2	0	1	1	0	1	1	1	1	1	1	0	1	1	2	1	1	2	1	1	1	0	1	1	2	0	3	0	1	3	2	F F G F
DVORAK-VAN WAGENEN DIAGNOSTIC EXAMINATION OF SILENT READING ABILITIES - INTERMEDIATE DIVISION Vocabulary in Isolation (VWPERL)	0	1	2	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	2	2	1	1	2	0	0	1	0	0	1	0	0	0	0	0	0	0	P G F P
GATES-MacGINITIE READING TESTS - SURVEY D Vocabulary (TCP)	2	1	2	1	0	2	0	1	2	0	1	1	1	1	1	1	1	0	2	2	1	1	2	1	1	1	0	1	1	0	0	3	2	1	2	2	F G F F
GRAY-VOTAW-ROGERS GENERAL ACHIEVEMENT TEST - INTERMEDIATE Reading Vocabulary (SV)	0	1	2	0	0	0	0	1	1	0	1	1	0	1	1	1	1	0	2	2	1	1	2	1	1	0	1	0	1	0	0	3	0	0	3	1	P F F P
IOWA SILENT READING TESTS - LEVEL 1 Vocabulary (HBJ)	0	1	2	0	0	2	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	0	0	1	1	0	0	3	2	1	3	2	P G F F
IOWA TESTS OF BASIC SKILLS, FORMS 1-4, GRADE 5 Vocabulary (HMC)	1	1	2	0	0	0	0	1	1	0	1	1	1	1	0	1	1	1	2	2	1	1	2	1	1	1	0	1	1	2	2	2	2	1	2	2	P F G F
IOWA TESTS OF BASIC SKILLS, FORMS 1-4, GRADE 6 Vocabulary (HMC)	1	1	2	0	0	0	0	1	1	0	1	1	1	1	0	1	1	1	2	2	1	1	2	1	1	1	0	1	1	2	2	2	2	1	1	2	P F G F

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPRE-HENSION			INSTRUC-TIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINI-STRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
IOWA TESTS OF BASIC SKILLS, FORMS 5 AND 6, LEVEL 11 Vocabulary (HMC)	3	1	2	0	0	0	0	1	2	0	1	1	1	1	0	1	1	0	2	2	1	1	2	1	1	1	0	1	1	2	2	2	0	1	3	2	P F G F
IOWA TESTS OF BASIC SKILLS, FORMS 5 AND 6, LEVEL 12 Vocabulary (HMC)	3	1	2	0	0	0	0	1	2	0	1	1	1	1	0	1	1	0	2	2	1	1	2	1	1	1	0	1	1	2	2	2	0	1	3	2	P F G F
McGRATH TEST OF READING SKILLS Word Meanings (MPC)	0	1	2	0	0	0	0	0	2	0	1	1	0	0	0	1	1	1	2	0	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
METROPOLITAN ACHIEVEMENT TESTS - INTERMEDIATE Word Knowledge (HBJ)	3	2	2	0	0	2	0	1	2	0	1	1	1	1	1	1	1	0	2	2	1	1	2	1	1	0	0	1	1	2	0	3	0	1	2	2	F G G F
NATIONAL ACHIEVEMENT TESTS FOR GRADES 3-8 Vocabulary Test (PA)	0	1	2	0	0	0	0	1	2	0	1	1	1	1	0	0	1	1	2	2	1	1	1	0	0	1	1	0	1	0	0	0	0	0	0	0	P F F P
NELSON READING TEST Vocabulary (HMC)	1	1	2	0	0	2	0	1	1	0	1	1	1	1	1	1	1	0	2	2	1	1	2	1	1	1	1	1	1	1	0	0	2	1	3	2	P F G F
PIMSLEUR LANGUAGE APTITUDE BATTERY Verbal (HBJ)	2	1	1	0	0	0	0	1	1	0	0	0	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	0	1	0	0	0	0	1	0	0	P F F P
PIMSLEUR LANGUAGE APTITUDE BATTERY Vocabulary (HBJ)	2	1	2	0	0	0	0	1	0	0	0	1	1	1	1	1	1	1	2	2	1	1	2	1	0	0	0	0	1	0	0	0	0	1	0	0	P F F P
PROGRESSIVE ACHIEVEMENT TESTS Reading Vocabulary (ACER)	2	2	2	0	1	0	0	1	1	1	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	0	1	2	0	3	3	1	3	2	P G G G
PROGRESSIVE ACHIEVEMENT TESTS, READING VOCABULARY - PART 3 (NZCER)	2	1	2	0	0	2	0	1	2	2	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	0	0	0	1	2	0	3	2	1	2	2	P G F F
PROGRESSIVE ACHIEVEMENT TESTS, READING VOCABULARY - PART 4 (NZCER)	2	1	2	0	0	2	0	1	2	2	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	0	0	0	1	2	0	3	2	1	2	2	P G F F
PROGRESSIVE ACHIEVEMENT TESTS, READING VOCABULARY - PART 5 (NZCER)	2	1	2	0	0	2	0	1	2	2	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	0	0	0	1	2	0	3	3	1	1	2	P G F F
SCHONELL DIAGNOSTIC ENGLISH TESTS Vocabulary (NFER)	0	2	2	0	0	0	0	1	2	0	1	0	1	1	0	1	1	0	2	2	1	1	2	1	0	0	1	0	1	0	0	0	0	0	0	0	P F F P
SRA ASSESSMENT SURVEY, ACHIEVEMENT SERIES - BLUE LEVEL Reading Vocabulary (SRA)	2	1	2	0	0	2	0	1	2	1	1	1	1	1	0	1	1	0	2	2	1	1	2	1	1	1	1	1	1	1	0	3	0	1	1	2	P G G P
SRA ASSESSMENT SURVEY, ACHIEVEMENT SERIES - GREEN LEVEL Reading Vocabulary (SRA)	2	1	2	0	0	2	0	1	2	1	1	1	1	1	0	1	1	0	2	2	1	1	2	1	1	1	1	1	1	1	0	3	0	1	2	2	P G G F
STANFORD DIAGNOSTIC READING TEST - LEVEL II Vocabulary (HBJ)	2	1	2	0	0	2	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	1	0	1	2	0	2	0	0	1	2	P G G P
TEST OF READING, INTER-AMERICAN SERIES: LEVEL 3 Vocabulary (GTA)	1	1	2	0	0	1	0	1	2	0	1	1	1	1	1	1	1	0	2	2	1	1	2	0	1	0	0	0	1	0	0	0	2	1	1	1	P G F P
WIDE RANGE ACHIEVEMENT TEST - LEVEL I Reading (GAD)	0	1	2	0	1	2	0	0	2	0	1	1	1	0	0	1	1	0	2	0	1	1	1	1	1	1	1	0	1	1	0	3	3	1	3	2	P F F G

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent / Factorial	Experimental/ Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
WIDE RANGE INTELLIGENCE AND PERSONALITY TEST Vocabulary (GAD)	0	1	2	0	0	0	0	0	0	0	0	1	1	1	1	0	0	0	1	2	1	1	1	0	0	1	0	0	1	0	0	2	0	1	0	1	P P P P
WIDE RANGE VOCABULARY TEST (PC)	0	1	2	0	0	0	0	1	0	0	1	1	1	1	0	1	1	1	2	2	1	0	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
23B. Reading Comprehension																																					
ACER PRIMARY READING SURVEY TESTS - LEVEL C Comprehension (ACER)	0	2	2	0	0	0	0	1	1	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	0	1	1	0	0	0	1	0	1	P G F P
ACER PRIMARY READING SURVEY TESTS - LEVEL D Comprehension (ACER)	0	2	2	0	0	0	0	1	1	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	0	1	1	0	0	0	1	0	1	P G F P
ACER SILENT READING TEST - FORM A Reading for General Significance (ACER)	0	1	2	0	0	0	0	1	1	0	1	1	1	1	1	1	1	0	2	2	1	1	2	0	0	0	0	0	1	0	0	0	0	1	0	0	P F P P
ACER SILENT READING TEST - FORM A Reading for Inference (ACER)	0	1	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	0	2	2	1	1	2	0	0	0	0	0	1	0	0	0	0	1	0	0	P G P P
ACER SILENT READING TEST - FORM A Reading to Note Details (ACER)	0	1	2	0	0	0	0	1	1	0	1	1	1	1	1	1	1	0	2	2	1	1	2	0	0	0	0	0	1	0	0	0	0	1	0	0	P F P P
ACER SILENT READING TEST - FORM A Speed of Reading (ACER)	0	0	2	0	0	0	0	1	1	0	1	1	1	1	1	1	1	1	2	2	1	1	2	0	0	0	0	0	1	0	0	0	0	1	0	0	P G P P
ACER SILENT READING TEST - FORM A Total (ACER)	0	2	2	0	0	0	0	1	1	0	1	0	1	1	0	1	1	0	2	2	1	0	2	0	0	0	0	0	1	0	0	0	0	1	0	0	P F P P
ACER SILENT READING TEST - FORM C Reading for Meaning (ACER)	0	2	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	0	2	2	1	1	2	1	1	1	0	0	1	0	0	0	0	1	0	1	P G F P
ACER SILENT READING TEST - FORM C Speed of Reading (ACER)	0	0	2	0	0	0	0	1	1	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	0	1	0	0	0	0	1	0	1	P G F P
AMERICAN SCHOOL ACHIEVEMENT TESTS - INTERMEDIATE BATTERY Paragraph Meaning (BMC)	3	1	2	0	0	0	0	1	2	0	1	1	1	1	0	0	1	0	2	2	1	1	2	1	1	1	1	1	1	1	0	0	0	1	0	2	P F G P
AMERICAN SCHOOL ACHIEVEMENT TESTS - INTERMEDIATE BATTERY Reading Average (BMC)	3	1	2	0	0	0	0	1	2	0	1	1	1	1	0	0	1	0	2	2	1	1	2	1	1	0	1	1	1	1	0	0	0	1	0	0	P F G P
AMERICAN SCHOOL ACHIEVEMENT TESTS - INTERMEDIATE BATTERY Sentence and Word Meaning (BMC)	3	0	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	1	1	1	1	0	0	0	1	0	2	P G G P
BURNETT READING SERIES SURVEY TEST - INTERMEDIATE Comprehension (STS)	1	1	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	0	2	2	1	1	2	1	1	1	0	0	1	1	0	0	0	1	2	2	P G F P
BURNETT READING SERIES SURVEY TEST - INTERMEDIATE Total Survey (STS)	1	1	1	0	0	0	0	1	2	0	1	1	1	1	1	1	1	0	2	2	1	0	2	1	1	1	0	0	1	1	0	0	0	0	1	2	P G F P
CALIFORNIA ACHIEVEMENT TESTS - LEVEL 3 Reading Comprehension (CTB)	3	1	1	0	0	2	0	1	2	1	1	1	1	0	1	1	0	1	1	2	1	1	2	0	1	1	0	1	1	2	0	3	2	1	1	2	P F G F

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-F-P
CALIFORNIA ACHIEVEMENT TESTS - LEVEL 4 Reading Comprehension (CTB)	3	2	1	0	0	2	0	1	2	2	1	1	1	1	1	1	0	1	1	2	1	0	2	0	1	1	0	1	1	2	0	2	0	1	3	2	F G F F
CANADIAN TESTS OF BASIC SKILLS, LEVELS EDITION - LEVEL 11 Reading Comprehension (TNS)	3	2	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	0	2	1	1	1	1	0	1	1	2	3	0	1	3	2	P G F F
CANADIAN TESTS OF BASIC SKILLS, LEVELS EDITION - LEVEL 12 Reading Comprehension (TNS)	3	2	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	0	2	1	1	1	1	0	1	1	2	3	0	1	3	2	P G F F
CLASSROOM READING INVENTORY Independent Level (WCB)	1	2	1	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	0	1	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
CLASSROOM READING INVENTORY Instructional Level (WCB)	1	2	1	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	0	1	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
COMPREHENSIVE TESTS OF BASIC SKILLS - LEVEL 2 Reading Comprehension (CTB)	3	2	2	0	0	2	0	1	2	1	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	1	1	2	2	3	2	1	2	2	F G G G
COMPREHENSIVE TESTS OF BASIC SKILLS - LEVEL 3 Reading Comprehension (CTB)	3	2	2	0	0	0	0	1	2	2	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	1	1	2	2	2	2	1	3	2	P G G G
COMPREHENSIVE TESTS OF BASIC SKILLS, EXPANDED EDITION - LEVEL 2 Reading Comprehension (CTB)	3	2	2	0	0	2	0	1	2	1	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	1	1	0	0	3	2	1	1	2	F G F F
COMPREHENSIVE TESTS OF BASIC SKILLS, EXPANDED EDITION - LEVEL 3 Reading Comprehension (CTB)	3	2	2	0	0	2	0	1	2	2	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	1	1	0	0	3	2	1	3	2	F G F F
COOPERATIVE INTER-AMERICAN TESTS, TESTS OF READING: INTERMEDIATE Comprehension (GTA)	0	2	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	0	2	2	1	1	2	0	1	0	0	0	1	0	0	0	0	1	1	1	P G F P
COOPERATIVE INTER-AMERICAN TESTS, TESTS OF READING: INTERMEDIATE Total (GTA)	0	2	2	0	0	2	0	1	2	0	1	1	1	1	1	1	1	0	2	2	1	0	2	0	1	0	0	0	1	0	0	0	0	1	1	1	P G P P
COOPERATIVE INTER-AMERICAN TESTS, TESTS OF READING: INTERMEDIATE Vocabulary (GTA)	0	1	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	0	2	2	1	1	2	0	1	0	0	0	1	0	0	0	0	1	1	1	P G F P
DELAWARE COUNTY SILENT READING TEST OF LANGUAGE SKILLS #15 Interpretation of Ideas (NAS)	0	1	2	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P G P P
DELAWARE COUNTY SILENT READING TEST OF LANGUAGE SKILLS #15 Organization of Ideas (NAS)	0	1	2	0	0	0	0	1	2	0	1	1	1	0	1	1	0	1	2	2	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DELAWARE COUNTY SILENT READING TEST OF LANGUAGE SKILLS #16 Organization of Ideas (NAS)	0	1	1	0	0	0	0	1	1	0	1	1	0	0	1	1	0	1	1	2	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DENVER PUBLIC SCHOOLS READING INVENTORY Oral Reading Selection Oral Comprehension (DPS)	1	1	2	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	2	0	1	1	0	1	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
DENVER PUBLIC SCHOOLS READING INVENTORY Silent Comprehension (DPS)	1	1	2	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	2	0	1	1	0	1	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
DENVER PUBLIC SCHOOLS READING INVENTORY Total Comprehension (DPS)	1	2	2	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	2	0	1	1	0	1	0	0	0	0	1	1	0	0	0	0	0	0	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent / Factorial	Experimental / Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpretation		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-2	0-3	0-3	0-1	0-3	0-2	G-P
DIAGNOSTIC READING SCALES Checklist of Reading Difficulties Silent Reading (CTB)	0	1	2	0	0	0	0	0	1	0	1	1	0	0	1	1	1	1	2	0	0	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DIAGNOSTIC READING SCALES Reading Passages Independent Level (CTB)	1	1	2	0	1	2	0	0	2	0	1	1	1	0	1	1	1	1	2	0	0	1	0	0	0	1	0	0	1	1	0	0	0	0	0	0	P F P [illegible]
DIAGNOSTIC READING SCALES Reading Passages Oral Comprehension (CTB)	1	1	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	0	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DIAGNOSTIC READING SCALES Reading Passages Rate of Silent Reading (CTB)	1	0	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	0	1	2	0	0	1	0	0	1	0	0	0	0	1	0	0	P F P P
DIAGNOSTIC READING SCALES Reading Passages Silent Comprehension (CTB)	1	1	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	0	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DIAGNOSTIC READING TEST Silent Reading Test for Establishing Level of Comprehension (MPC)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
DIAGNOSTIC READING TESTS Paragraph Meaning (BMC)	1	1	2	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	2	2	1	1	1	0	0	0	1	0	1	0	0	0	0	1	0	0	P G P P
DIAGNOSTIC READING TESTS Speed (BMC)	1	0	2	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	2	2	1	1	1	0	0	1	1	0	1	0	0	0	0	1	0	0	P G P P
DIAGNOSTIC READING TESTS, SURVEY SECTION: LOWER LEVEL Comprehension (CDRT)	1	1	2	0	0	0	0	1	1	0	1	0	0	1	1	1	1	1	2	2	1	1	2	0	1	1	1	0	1	0	0	0	0	0	3	2	P F F P
DIAGNOSTIC READING TESTS, SURVEY SECTION: LOWER LEVEL Story Comprehension (CDRT)	1	1	2	0	0	0	0	1	1	0	1	0	0	1	0	1	[illegible]	0	2	2	1	1	2	0	1	1	1	0	1	0	0	0	0	0	2	2	P F F P
DIAGNOSTIC READING TESTS, SURVEY SECTION: LOWER LEVEL Story Reading (CDRT)	1	0	2	0	0	0	0	1	1	0	1	0	0	0	1	1	1	1	2	2	1	1	2	0	1	0	1	0	1	0	0	0	0	0	3	1	P F F P
DIAGNOSTIC READING TESTS, SURVEY SECTION: LOWER LEVEL Total (CDRT)	1	1	1	0	0	0	0	1	1	0	0	0	0	1	0	1	1	1	2	2	1	0	2	0	1	0	1	0	1	0	0	0	0	0	3	1	P F F P
DURRELL ANALYSIS OF READING DIFFICULTY Checklist of Instructional Needs - Intermediate Reading Level (HBJ)	0	1	0	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DURRELL ANALYSIS OF READING DIFFICULTY Oral Reading Comprehension (HBJ)	0	1	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DURRELL ANALYSIS OF READING DIFFICULTY Silent Reading Comparison with Oral Reading (HBJ)	0	0	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DURRELL ANALYSIS OF READING DIFFICULTY Silent Reading Comprehension (HBJ)	0	0	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	0	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DURRELL ANALYSIS OF READING DIFFICULTY Silent Reading Eye Movements (HBJ)	0	0	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DURRELL ANALYSIS OF READING DIFFICULTY Silent Reading Mechanics of Silent Reading - Check List of Difficulties (HBJ)	0	0	0	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent / Factorial	Experimental / Explanational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	[illegible]
DURRELL ANALYSIS OF READING DIFFICULTY Silent Reading Time (HBJ)	0	0	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DURRELL LISTENING - READING SERIES: INTERMEDIATE LEVEL Reading Test Paragraphs (HBJ)	3	1	2	0	0	2	0	1	1	0	1	1	1	1	1	1	0	1	1	2	1	1	2	1	1	1	0	1	1	2	0	3	0	1	3	2	F F G F
DVORAK-VAN WAGENEN DIAGNOSTIC EXAMINATION OF SILENT READING ABILITIES - INTERMEDIATE DIVISION Average Verbal I.Q. (VWPERL)	0	1	1	0	0	0	0	0	1	0	0	1	1	1	0	1	1	1	2	2	1	0	2	0	1	1	0	0	1	0	0	0	0	0	0	0	P F F P
DVORAK-VAN WAGENEN DIAGNOSTIC EXAMINATION OF SILENT READING ABILITIES - INTERMEDIATE DIVISION Central Thought (VWPERL)	0	1	2	0	0	0	0	1	2	0	1	1	0	1	0	0	1	1	2	2	1	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
DVORAK-VAN WAGENEN DIAGNOSTIC EXAMINATION OF SILENT READING ABILITIES - INTERMEDIATE DIVISION Inferences (VWPERL)	0	1	2	0	0	0	0	1	2	0	1	1	0	1	0	0	1	1	2	2	1	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
DVORAK-VAN WAGENEN DIAGNOSTIC EXAMINATION OF SILENT READING ABILITIES - INTERMEDIATE DIVISION Interpretation (VWPERL)	0	1	2	0	0	0	0	1	2	0	1	1	0	1	0	0	1	1	2	2	1	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
DVORAK-VAN WAGENEN DIAGNOSTIC EXAMINATION OF SILENT READING ABILITIES - INTERMEDIATE DIVISION Rate of Comprehension (VWPERL)	0	1	2	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	2	2	1	1	2	0	0	0	0	0	1	0	0	0	0	1	0	0	P G P P
DVORAK-VAN WAGENEN DIAGNOSTIC EXAMINATION OF SILENT READING ABILITIES - INTERMEDIATE DIVISION Related Ideas (VWPERL)	0	1	2	0	0	0	0	1	2	0	1	1	0	1	0	0	1	1	2	2	1	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
DVORAK-VAN WAGENEN DIAGNOSTIC EXAMINATION OF SILENT READING ABILITIES - INTERMEDIATE DIVISION Simple Details (VWPERL)	0	1	2	0	0	0	0	1	2	0	1	1	0	1	0	0	1	1	2	2	1	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
DVORAK-VAN WAGENEN DIAGNOSTIC EXAMINATION OF SILENT READING ABILITIES - INTERMEDIATE DIVISION Total Reading Scale of 100 Tasks (VWPERL)	0	2	2	0	0	0	0	1	2	0	1	1	0	1	0	0	1	1	2	2	1	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
DVORAK-VAN WAGENEN DIAGNOSTIC EXAMINATION OF SILENT READING ABILITIES - INTERMEDIATE DIVISION Vocabulary in Context (VWPERL)	0	1	2	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	2	2	1	1	2	0	0	1	0	0	1	0	0	0	0	0	0	0	P G F P
EDUCATIONAL DEVELOPMENT SERIES - ADVANCED LEVEL Basic Skills (STS)	1	2	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	0	2	2	1	0	2	1	1	1	0	1	1	1	0	0	0	1	3	2	P F F P
EDUCATIONAL DEVELOPMENT SERIES - ADVANCED LEVEL Reading (STS)	1	2	2	0	0	0	0	1	1	0	1	1	1	1	1	1	1	0	2	2	1	1	2	1	1	1	0	1	1	1	0	3	0	1	3	2	P F G F
EDUCATIONAL DEVELOPMENT SERIES - ELEMENTARY LEVEL Basic Skills (STS)	1	2	0	0	0	2	0	1	1	0	1	1	1	0	1	1	1	0	2	2	1	0	2	1	1	1	0	0	1	1	2	0	0	1	3	1	P F F P
EDUCATIONAL DEVELOPMENT SERIES - ELEMENTARY LEVEL Reading (STS)	1	2	2	0	0	2	0	1	1	0	1	1	1	1	1	1	1	0	2	2	1	1	2	1	1	1	0	0	1	1	2	2	0	1	3	1	P F F F
EMPORIA INTERMEDIATE READING TEST (BEM)	1	1	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	0	2	2	1	1	2	0	1	1	1	0	1	1	0	3	0	1	0	1	P G F P
ENGLISH PROGRESS TEST C2 (NFER2)	0	1	1	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	0	0	1	0	1	0	0	1	0	0	3	0	0	0	2	P G P P
ENGLISH PROGRESS TEST C3 (NFER2)	0	1	2	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	2	2	1	0	0	0	0	1	0	0	1	0	0	0	0	0	0	2	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent / Factorial	Experimental / Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-P
ENGLISH PROGRESS TEST D2 (NFER2)	0	1	1	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	1	2	1	0	0	1	0	1	0	0	1	0	0	3	0	0	0	2	P F P P
ENGLISH PROGRESS TEST D3 (NFER2)	0	1	2	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	1	2	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
GAP READING COMPREHENSION TEST (HEB)	1	1	1	0	0	0	0	0	1	0	0	1	0	1	1	1	1	1	2	2	1	0	1	1	0	1	0	0	1	0	0	0	0	0	0	2	P F P P
GATES-MacGINITIE READING TESTS - SURVEY D Comprehension (TCP)	2	1	2	1	0	2	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	1	1	0	0	3	2	1	1	2	F G F F
GATES-MacGINITIE READING TESTS - SURVEY D Speed & Accuracy Number Attempted (TCP)	2	0	2	1	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	1	1	0	0	0	2	1	2	2	P G F P
GATES-MacGINITIE READING TESTS - SURVEY D Speed & Accuracy Number Correct (TCP)	2	1	2	0	0	1	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	1	1	0	0	0	2	1	2	2	P G F P
GILMORE ORAL READING TEST Comprehension (HBJ)	3	1	2	0	0	1	0	1	2	0	0	1	1	0	1	1	1	1	2	0	1	1	0	1	1	1	1	0	1	1	0	0	1	1	0	2	P F F P
GILMORE ORAL READING TEST Rate (HBJ)	3	0	2	0	0	1	0	1	1	0	0	1	1	0	1	1	1	1	2	0	1	1	2	1	0	1	0	0	1	1	0	0	1	1	0	0	P F F P
GRAY-VOTAW-ROGERS GENERAL ACHIEVEMENT TEST - INTERMEDIATE Reading Comprehension (SV)	0	1	2	0	0	0	0	1	1	0	1	1	1	1	1	1	1	0	2	2	1	1	2	1	1	0	1	0	1	0	0	2	0	0	2	1	P F F P
GROUP DIAGNOSTIC READING APTITUDE AND ACHIEVEMENT TESTS Reading Test: Paragraph Understanding (CHN)	0	1	2	0	0	0	0	1	1	0	1	1	1	1	1	1	1	0	2	2	1	1	1	0	1	1	0	0	1	1	0	0	0	1	0	2	P F F P
GROUP DIAGNOSTIC READING APTITUDE AND ACHIEVEMENT TESTS Reading Test: Speed (CHN)	0	0	2	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	1	2	0	1	1	0	0	1	0	0	0	0	1	0	2	P G F P
GROUP DIAGNOSTIC READING APTITUDE AND ACHIEVEMENT TESTS Reading Test: Word Discrimination Additions and Omissions (CHN)	0	0	2	0	0	0	0	1	1	0	1	1	1	1	0	1	1	0	2	2	1	1	1	0	1	1	0	0	1	1	0	0	0	1	0	1	P F F P
GROUP DIAGNOSTIC READING APTITUDE AND ACHIEVEMENT TESTS Reading Test: Word Discrimination Consonants (CHN)	0	0	2	0	0	0	0	1	1	0	1	1	1	1	0	1	1	0	2	2	1	1	1	0	1	1	0	0	1	1	0	0	0	1	0	1	P F F P
GROUP DIAGNOSTIC READING APTITUDE AND ACHIEVEMENT TESTS Reading Test: Word Discrimination Reversals (CHN)	0	0	2	0	0	0	0	1	1	0	1	1	1	1	0	1	1	0	2	2	1	1	1	0	1	1	0	0	1	1	0	0	0	1	0	1	P F F P
GROUP DIAGNOSTIC READING APTITUDE AND ACHIEVEMENT TESTS Reading Test: Word Discrimination Vowels (CHN)	0	0	2	0	0	0	0	1	1	0	1	1	1	1	0	1	1	0	2	2	1	1	1	0	1	1	0	0	1	1	0	0	0	1	0	1	P F F P
HOLBORN READING SCALE (GH)	0	0	2	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	2	0	1	1	2	0	0	1	1	0	1	0	0	0	0	0	0	0	P F P P
INVENTORY-SURVEY TEST FOR INTERMEDIATE GRADES Paragraph Meaning (SFC)	1	2	2	0	0	0	0	1	1	0	1	1	0	0	1	1	1	1	2	2	1	1	2	0	1	0	1	1	1	1	0	0	0	0	0	0	P F F P
INVENTORY-SURVEY TEST FOR INTERMEDIATE GRADES Sentence Meaning (SFC)	1	1	2	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	2	2	1	1	2	0	1	0	1	1	1	1	0	0	0	0	0	0	P F F P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION		INSTRUCTIONS			FORMAT				POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent / Factorial	Experimental/ Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-F-P
INVENTORY-SURVEY TEST FOR INTERMEDIATE GRADES Word Analysis (SFC)	1	1	2	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	1	2	0	1	0	1	1	1	1	0	0	0	0	0	0	P G F P
INVENTORY-SURVEY TEST FOR INTERMEDIATE GRADES Word Meaning (SFC)	1	1	2	0	0	0	0	1	1	0	1	1	1	1	1	1	1	1	2	2	1	1	2	0	1	0	1	1	1	1	0	0	0	0	0	0	P G F P
IOWA SILENT READING TESTS - LEVEL 1 Reading Comprehension (HBJ)	0	2	2	0	0	2	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	0	2	1	1	0	0	1	1	0	0	2	2	1	3	2	P G F F
IOWA SILENT READING TESTS - LEVEL 1 Reading Efficiency (HBJ)	0	0	2	0	0	1	0	1	2	0	1	1	1	1	0	1	1	1	2	2	1	1	2	1	1	0	0	1	1	0	0	0	2	1	1	2	P G F P
IOWA TESTS OF BASIC SKILLS, FORMS 1-4, GRADE 5 Reading Comprehension (HMC)	3	2	2	0	0	0	0	1	2	0	1	1	1	1	0	1	1	0	2	2	1	0	2	1	1	1	0	1	1	2	2	3	2	1	3	2	P F G G
IOWA TESTS OF BASIC SKILLS, FORMS 1-4, GRADE 6 Reading Comprehension (HMC)	3	2	2	0	0	0	0	1	2	0	1	1	1	1	0	1	1	0	2	2	1	0	2	1	1	1	0	1	1	2	2	3	2	1	3	2	P F G G
IOWA TESTS OF BASIC SKILLS, FORMS 5 AND 6, LEVEL 11 Reading Comprehension (HMC)	3	2	2	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	2	2	1	0	2	1	1	1	0	1	1	2	2	3	0	1	3	2	P G G F
IOWA TESTS OF BASIC SKILLS, FORMS 5 AND 6, LEVEL 12 Reading Comprehension (HMC)	3	2	2	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	2	2	1	0	2	1	1	1	0	1	1	2	2	3	0	1	3	2	P G G F
KINGSTON TEST OF SILENT READING (GH)	0	1	2	0	0	2	0	1	1	0	1	1	1	1	0	1	1	1	1	2	1	1	1	1	0	1	0	1	1	0	0	0	0	1	1	2	P F F P
McGRATH TEST OF READING SKILLS Oral Reading Rates (MPC)	0	0	2	0	0	0	0	0	2	0	1	1	0	0	0	1	1	1	2	0	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
McGRATH TEST OF READING SKILLS Silent Reading Rates (MPC)	0	0	2	0	0	0	0	0	2	0	1	1	0	0	0	1	1	1	2	0	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
METROPOLITAN ACHIEVEMENT TESTS - INTERMEDIATE Reading (HBJ)	3	2	2	0	0	2	0	1	2	0	1	1	1	1	1	1	1	0	2	2	1	1	2	1	1	0	0	1	1	2	0	3	0	1	3	2	F G G F
MONROE'S STANDARDIZED SILENT READING TEST - TEST I Comprehension (BMC)	0	1	2	0	0	0	0	1	2	0	1	1	1	1	0	0	1	0	2	2	1	1	2	0	1	1	0	0	1	0	0	0	0	1	0	2	P F F P
MONROE'S STANDARDIZED SILENT READING TEST - TEST I Rate (BMC)	0	0	2	0	0	0	0	1	2	0	1	1	1	1	0	0	0	1	2	2	1	1	2	0	1	0	0	0	1	0	0	0	0	1	0	2	P F F P
MONROE'S STANDARDIZED SILENT READING TEST - TEST II Comprehension (BMC)	0	1	2	0	0	0	0	1	1	0	0	1	1	1	0	1	1	0	2	2	1	1	2	0	1	1	0	0	1	0	0	0	0	1	0	2	P F F P
MONROE'S STANDARDIZED SILENT READING TEST - TEST II Rate (BMC)	0	0	2	0	0	0	0	0	2	0	0	1	1	1	0	1	1	1	2	2	1	1	[illegible]	0	1	0	0	0	1	0	0	0	0	1	0	1	P F F P
NATIONAL ACHIEVEMENT TESTS - MUNICIPAL TESTS FOR GRADES 3-6 Reading Test (PA)	0	1	2	0	0	0	0	1	0	0	0	1	1	1	0	1	1	0	2	2	1	1	1	0	1	1	0	0	1	0	0	0	0	1	0	0	P F F P
NATIONAL ACHIEVEMENT TESTS - MUNICIPAL TESTS FOR GRADES 6-8 Reading Test (PA)	0	1	2	0	0	0	0	1	1	0	0	1	0	0	0	0	1	0	1	2	1	0	1	0	0	1	0	0	1	0	0	0	0	0	0	0	P P P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent / Factorial	Experimental/ Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
NATIONAL ACHIEVEMENT TESTS - READING COMPREHENSION TEST FOR GRADES 4-9 (PA)	1	1	1	0	0	0	0	1	1	0	1	1	1	1	0	1	1	0	2	2	1	1	2	1	1	0	0	0	1	0	0	0	0	1	3	1	P F F P
NATIONAL ACHIEVEMENT TESTS FOR GRADES 3-8 Reading Comprehension Test (PA)	0	2	2	0	0	0	0	1	1	0	1	1	1	1	0	0	1	1	2	2	1	1	2	0	0	1	1	0	1	0	0	0	0	0	0	0	P F F P
NEALE ANALYSIS OF READING ABILITY Comprehension of Reading (NFER)	0	1	2	0	0	0	0	0	1	0	1	1	0	0	1	0	1	1	2	0	1	1	0	1	0	1	0	0	1	0	0	0	3	0	0	2	P F P P
NELSON READING TEST Paragraph Comprehension (HMC)	2	2	2	0	0	2	0	1	1	0	1	1	1	1	0	1	1	0	2	2	1	1	2	1	1	1	1	1	1	1	0	0	2	1	3	2	F F G F
PEABODY INDIVIDUAL ACHIEVEMENT TEST Reading Comprehension (AGS)	2	1	2	0	0	1	0	1	2	0	1	1	1	1	1	1	1	1	2	0	1	1	2	1	1	1	1	1	1	1	1	0	0	0	3	2	P G F P
PROGRESSIVE ACHIEVEMENT TESTS Reading Comprehension (ACER)	3	1	2	0	1	2	0	1	1	1	1	1	1	1	1	1	1	1	2	2	1	0	2	1	1	1	0	0	1	2	0	3	2	1	2	2	F G F F
PROGRESSIVE ACHIEVEMENT TESTS, READING COMPREHENSION - PART 3 (NZCER)	2	2	2	0	0	2	0	1	2	1	1	1	1	1	1	1	1	1	2	2	1	0	2	1	1	0	0	0	1	2	0	3	2	1	3	2	F G F F
PROGRESSIVE ACHIEVEMENT TESTS, READING COMPREHENSION - PART 4 (NZCER)	2	2	2	0	0	2	0	1	2	1	1	1	1	1	1	1	1	1	2	2	1	0	2	1	1	0	0	0	1	2	0	2	2	1	3	2	F G F F
PROGRESSIVE ACHIEVEMENT TESTS, READING COMPREHENSION - PART 5 (NZCER)	2	2	2	0	0	2	0	1	2	2	1	1	1	1	1	1	1	1	2	2	1	0	2	1	1	0	0	0	1	2	0	2	2	1	2	2	F G F F
PUBLIC SCHOOL ACHIEVEMENT TESTS Reading (BMC)	1	1	2	0	0	0	0	1	1	0	1	1	1	0	0	0	1	1	2	2	1	0	0	0	1	0	1	0	1	1	0	0	0	1	0	1	P F P P
PUPIL PROGRESS SERIES DIAGNOSTIC READING - ELEMENTARY Rate (STS)	1	0	2	0	0	1	0	1	2	0	1	1	1	0	0	1	1	1	2	2	1	1	1	1	1	1	0	0	1	1	0	3	0	1	1	2	P F F P
READING COMPREHENSION TEST DE (NFER2)	2	2	2	0	0	0	0	1	1	0	1	1	1	0	1	0	1	1	2	2	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
READING TEST AD (NFER2)	0	0	2	0	0	0	0	1	1	0	1	1	1	1	0	1	1	0	2	2	1	1	2	0	0	1	0	0	1	0	0	0	0	1	0	2	P F F P
READING TEST BD (NFER2)	0	0	2	0	0	0	0	1	1	0	1	1	1	1	0	1	1	0	2	2	1	1	2	0	0	1	0	0	1	0	0	3	0	1	0	2	P F F P
READING TEST EH 1-3 Comprehension (NFER2)	0	2	2	0	0	0	0	1	0	0	1	1	1	0	0	1	1	1	2	2	1	0	0	0	0	1	0	0	1	0	0	0	0	0	2	2	P F P P
READING TEST EH 1-3 Continuous Prose (NFER2)	0	1	2	0	0	0	0	1	1	0	1	0	1	1	0	1	1	1	2	2	1	1	1	0	0	1	0	0	1	0	0	0	0	1	1	2	P F P P
READING TEST EH 1-3 Vocabulary (NFER2)	0	0	2	0	0	0	0	1	0	0	1	1	1	1	0	1	1	1	2	2	1	1	1	0	0	1	0	0	1	0	0	0	0	0	2	2	P F P P
READING/EVERYDAY ACTIVITIES IN LIFE (CPI)	3	1	2	0	0	0	0	1	1	0	1	1	1	1	1	0	1	1	1	1	1	0	0	1	1	1	0	0	1	2	0	0	0	1	0	0	P F F P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent / Factorial	Experimental/ Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
SILENT READING TEST A (NFER)	0	1	2	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	2	1	1	0	0	0	1	0	0	1	0	0	0	0	0	0	0	P F P P
SILENT READING TEST B (NFER)	0	1	2	0	0	0	0	1	1	0	1	1	1	1	0	1	0	1	1	2	1	1	1	0	0	0	0	0	1	0	0	0	0	1	0	0	P F P P
SRA ASSESSMENT SURVEY, ACHIEVEMENT SERIES - BLUE LEVEL Reading Comprehension (SRA)	2	2	2	0	0	2	0	1	2	1	1	1	1	1	0	1	1	0	2	2	1	0	2	1	1	1	1	1	1	1	0	3	0	1	1	2	F G G P
SRA ASSESSMENT SURVEY, ACHIEVEMENT SERIES - GREEN LEVEL Reading Comprehension (SRA)	2	2	2	0	0	2	0	1	2	1	1	1	1	1	0	1	1	0	2	2	1	0	2	1	1	1	1	1	1	1	0	3	0	1	3	2	F G G F
STANDARD READING INVENTORY Oral Performance Oral Recall (BERS)	2	0	1	0	0	0	0	1	1	0	1	1	0	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
STANDARD READING INVENTORY Silent Performance Silent Recall (BERS)	2	0	1	0	0	0	0	1	1	0	1	1	0	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
STANDARD READING INVENTORY Silent Performance Speed (Seconds) (BERS)	2	0	2	0	0	0	0	1	1	0	1	1	0	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	P F P P
STANDARD READING INVENTORY SRI Check List of Reading Habits Silent Reading (BERS)	0	0	1	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
STANFORD ACHIEVEMENT TEST - INTERMEDIATE LEVEL I Reading Comprehension (HBJ)	3	2	2	0	0	0	0	1	2	2	1	1	1	1	1	1	1	0	2	2	1	1	2	1	1	1	0	1	1	2	0	3	0	1	3	2	P G G F
STANFORD ACHIEVEMENT TEST - INTERMEDIATE LEVEL I Total Reading (HBJ)	3	2	1	0	0	0	0	1	2	2	1	1	1	1	1	1	1	0	2	2	1	0	2	1	1	1	0	1	1	2	0	1	0	1	3	2	P G G P
STANFORD ACHIEVEMENT TEST - INTERMEDIATE LEVEL II Reading Comprehension (HBJ)	3	2	2	0	0	0	0	1	2	2	1	1	1	1	1	1	1	0	2	2	1	1	2	1	1	1	0	1	1	2	0	3	0	1	3	2	P G G F
STANFORD ACHIEVEMENT TEST - INTERMEDIATE LEVEL II Total Reading (HBJ)	3	2	1	0	0	0	0	1	2	2	1	1	1	1	1	1	1	0	2	2	1	0	2	1	1	1	0	1	1	2	0	2	0	1	3	2	P G G F
STANFORD DIAGNOSTIC READING TEST - LEVEL II Rate of Reading (HBJ)	2	1	2	2	0	1	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	1	0	1	2	0	2	0	1	0	2	F G G P
STANFORD DIAGNOSTIC READING TEST - LEVEL II Reading Comprehension Literal (HBJ)	2	1	2	0	0	0	0	1	2	0	1	1	1	1	0	1	0	1	2	2	1	1	2	1	1	1	1	0	1	2	0	0	0	1	1	2	P F G P
STANFORD DIAGNOSTIC READING TEST - LEVEL II Reading Comprehension Total (HBJ)	2	1	1	0	0	2	0	1	2	0	1	1	1	1	0	1	0	1	2	2	1	1	2	1	1	1	1	0	1	2	0	3	0	1	3	2	P F G F
SUCHER-ALLRED READING PLACEMENT INVENTORY Oral Reading Comprehension (EC)	1	2	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
TEST OF INDIVIDUAL NEEDS IN READING Comprehension (MRP)	1	1	2	0	0	0	0	0	1	0	1	1	1	1	0	0	1	1	2	2	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
TEST OF INDIVIDUAL NEEDS IN READING Silent Reading Speed (MRP)	1	0	2	0	0	0	0	0	1	0	1	1	1	1	0	0	1	1	2	2	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent / Factorial	Experimental/ Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-F-P
TEST OF READING, INTER-AMERICAN SERIES: LEVEL 3 Level of Comprehension (GTA)	1	1	2	0	0	2	0	1	1	0	1	1	1	1	0	1	0	1	2	2	1	1	2	0	1	0	0	0	1	0	0	0	3	1	1	1	P F F P
TEST OF READING, INTER-AMERICAN SERIES: LEVEL 3 Speed of Comprehension (GTA)	1	1	2	0	0	2	0	1	1	0	1	1	1	1	1	1	1	1	2	2	1	1	2	0	1	0	0	0	1	0	0	0	2	1	0	1	P G F P
VAN WAGENEN ANALYTICAL READING SCALES - INTERMEDIATE DIVISION Central Thought (VWPERL)	0	1	2	0	0	0	0	1	2	0	1	1	0	1	0	0	1	1	2	2	1	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
VAN WAGENEN ANALYTICAL READING SCALES - INTERMEDIATE DIVISION Inferences (VWPERL)	0	1	2	0	0	0	0	1	2	0	1	1	0	1	0	0	1	1	2	2	1	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
VAN WAGENEN ANALYTICAL READING SCALES - INTERMEDIATE DIVISION Interpretation (VWPERL)	0	1	2	0	0	0	0	1	2	0	1	1	0	1	0	0	1	1	2	2	1	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
VAN WAGENEN ANALYTICAL READING SCALES - INTERMEDIATE DIVISION Related Ideas (VWPERL)	0	1	2	0	0	0	0	1	2	0	1	1	0	1	0	0	1	1	2	2	1	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
VAN WAGENEN ANALYTICAL READING SCALES - INTERMEDIATE DIVISION Simple Details (VWPERL)	0	1	2	0	0	0	0	1	2	0	1	1	0	1	0	0	1	1	2	2	1	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
VAN WAGENEN ANALYTICAL READING SCALES - INTERMEDIATE DIVISION Total Score of 100 Tasks (VWPERL)	0	2	2	0	0	0	0	1	2	0	1	1	0	1	0	0	1	1	2	2	1	0	2	0	0	0	1	0	0	0	0	0	0	0	0	0	P F P P
WIDE-SPAN READING TEST (TNS)	0	0	2	0	0	0	0	1	1	0	1	1	1	1	1	1	1	0	2	2	1	1	1	1	1	0	0	0	1	1	0	0	3	0	3	2	P F F F
WILLIAMS READING TEST (FOR GRADES 4 TO 9) (BMC)	1	2	2	0	0	0	0	1	1	0	0	1	1	1	0	0	1	0	2	2	1	1	0	0	0	1	0	0	1	1	0	0	0	1	0	2	P F P P
WOODCOCK READING MASTERY TESTS Passage Comprehension (AGS)	2	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	1	0	1	1	0	1	1	0	1	0	0	0	0	0	2	P F P P
XI. READING INTERPRETATION AND CRITICISM																																					
XIA. Oral Reading																																					
DENVER PUBLIC SCHOOLS READING INVENTORY Inventory Analysis - Teacher Observation (DPS)	1	0	1	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	2	0	1	1	0	1	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
DIAGNOSTIC READING SCALES Checklist of Reading Difficulties Oral Reading (CTB)	0	1	2	0	0	0	0	0	1	0	1	1	0	0	1	1	1	1	2	0	0	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DIAGNOSTIC READING SCALES Reading Passages Instructional Level (CTB)	1	1	1	0	1	2	0	0	2	0	1	1	1	0	1	1	1	1	2	0	0	1	0	0	0	1	0	0	1	1	0	0	0	0	0	0	P F P P
DIAGNOSTIC READING SCALES Reading Passages Oral Errors (CTB)	1	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	0	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DIAGNOSTIC READING TEST Oral Paragraph Reading Ability (MPC)	0	1	2	0	0	0	0	0	1	0	1	0	0	0	0	1	1	1	2	0	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent / Factorial	Experimental / Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
DURRELL ANALYSIS OF READING DIFFICULTY Oral Reading Errors (HBJ)	0	1	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DURRELL ANALYSIS OF READING DIFFICULTY Oral Reading General Reading Habits - Check List of Difficulties (HBJ)	0	0	1	0	0	0	0	0	1	0	1	1	0	0	1	1	1	1	2	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DURRELL ANALYSIS OF READING DIFFICULTY Oral Reading Phrase Reading - Check List of Difficulties (HBJ)	0	1	2	0	0	0	0	0	1	0	1	1	0	0	1	1	1	1	2	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DURRELL ANALYSIS OF READING DIFFICULTY Oral Reading Time (HBJ)	0	0	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DURRELL ANALYSIS OF READING DIFFICULTY Oral Reading Voice, Enunciation, Expression - Check List of Difficulties (HBJ)	0	0	2	0	0	0	0	0	1	0	1	1	0	0	1	1	1	1	[illegible]	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DURRELL ANALYSIS OF READING DIFFICULTY Oral Reading Word Skills in Oral Reading - Check List of Difficulties (HBJ)	0	1	2	0	0	0	0	[illegible]	[illegible]	[illegible]	1	1	0	0	1	1	1	1	2	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	[illegible]	0	P F P P
FISHER-LOGEMANN TEST OF ARTICULATION COMPETENCE Sentence Articulation Test Manner of Formation (HMC)	3	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
FISHER-LOGEMANN TEST OF ARTICULATION COMPETENCE Sentence Articulation Test Place of Articulation (HMC)	3	0	2	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
FISHER-LOGEMANN TEST OF ARTICULATION COMPETENCE Sentence Articulation Test Voicing (HMC)	3	0	2	0	0	0	0	0	2	0	1	1	1	[illegible]	1	1	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	F F P P
GATES-McKILLOP READING DIAGNOSTIC TESTS Oral Reading Analysis of Mispronunciations (TCP)	0	0	2	0	0	0	0	0	0	0	0	1	1	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	[illegible]	0	0	0	0	0	0	P F P P
GATES-McKILLOP READING DIAGNOSTIC TESTS Oral Reading Analysis of Mispronunciations - Full Reversals (TCP)	0	0	2	0	0	0	0	0	0	0	0	1	1	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
GATES-McKILLOP READING DIAGNOSTIC TESTS Oral Reading Analysis of Mispronunciations - Reversal of Parts (TCP)	0	0	2	0	0	0	0	0	0	0	0	1	1	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
GATES-McKILLOP READING DIAGNOSTIC TESTS Oral Reading Analysis of Mispronunciations - Total Wrong Order (E+F) (TCP)	0	0	2	0	0	0	0	0	0	0	0	1	1	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
GATES-McKILLOP READING DIAGNOSTIC TESTS Oral Reading Analysis of Mispronunciations - Wrong Beginnings (TCP)	0	0	2	0	0	0	0	0	0	0	0	1	1	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
GATES-McKILLOP READING DIAGNOSTIC TESTS Oral Reading Analysis of Mispronunciations - Wrong Endings (TCP)	0	0	2	0	0	0	0	0	0	0	0	1	1	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
GATES-McKILLOP READING DIAGNOSTIC TESTS Oral Reading Analysis of Mispronunciations - Wrong Middles (TCP)	0	0	2	0	0	0	0	0	0	0	0	1	1	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
GATES-McKILLOP READING DIAGNOSTIC TESTS Oral Reading Analysis of Mispronunciations - Wrong Several Parts (TCP)	0	0	2	0	0	0	0	0	0	0	0	1	1	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
GATES-McKILLOP READING DIAGNOSTIC TESTS Oral Reading Analysis of Total Errors (TCP)	0	0	2	0	0	0	0	0	0	0	0	1	1	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent / Factorial	Experimental / Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
GATES-McKILLOP READING DIAGNOSTIC TESTS Oral Reading Analysis of Total Errors - Additions, Words (TCP)	0	0	2	0	0	0	0	0	0	0	0	1	1	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
GATES-McKILLOP READING DIAGNOSTIC TESTS Oral Reading Analysis of Total Errors - Mispronunciations (G through K) (TCP)	0	0	2	0	0	0	0	0	0	0	0	1	1	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
GATES-McKILLOP READING DIAGNOSTIC TESTS Oral Reading Analysis of Total Errors - Omissions, Words (TCP)	0	0	2	0	0	0	0	0	0	0	0	1	1	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
GATES-McKILLOP READING DIAGNOSTIC TESTS Oral Reading Analysis of Total Errors - Repetitions (TCP)	0	0	2	0	0	0	0	0	0	0	0	1	1	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
GATES-McKILLOP READING DIAGNOSTIC TESTS Oral Reading Total Score (TCP)	0	1	2	0	0	0	0	0	0	0	0	1	1	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
GILMORE ORAL READING TEST Accuracy (HBJ)	3	2	2	0	0	2	0	1	1	0	0	1	1	0	1	1	1	1	2	0	1	1	0	1	1	1	1	0	1	1	0	0	2	1	0	2	F F F P
GRAY ORAL READING TEST (SV)	3	2	2	0	0	0	0	1	2	0	0	1	1	0	1	1	1	1	2	0	1	1	1	0	1	0	1	0	1	1	0	0	0	0	0	1	F F P P
McGRATH TEST OF READING SKILLS Oral Paragraph Reading (MPC)	0	1	2	0	0	0	0	0	2	0	1	1	0	0	0	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
NEALE ANALYSIS OF READING ABILITY Qualitative Assessment General Reading Habits (NFER)	0	0	1	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	0	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
NEALE ANALYSIS OF READING ABILITY Rate of Reading (NFER)	0	0	2	0	0	0	0	0	1	0	1	1	0	0	1	0	1	1	2	0	1	1	2	1	0	1	0	0	1	0	0	0	0	0	0	2	P F P P
ORAL WORD-RECOGNITION TEST (MPC)	0	0	2	0	0	0	0	1	2	0	1	0	0	0	0	0	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	u	0	P F P P
READING CLASSIFICATION TEST (ACER)	1	1	2	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	2	0	1	1	0	0	1	0	0	0	1	1	0	0	0	0	0	1	P F P P
SPEECH AND ORAL ENGLISH TEST (SCP)	0	1	2	0	0	0	0	1	2	0	1	0	0	0	1	0	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
STANDARD READING INVENTORY Oral Performance Speed (Seconds) (BERS)	2	0	2	0	0	0	0	1	1	0	1	1	0	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
STANDARD READING INVENTORY Oral Performance Total Errors (BERS)	2	0	2	0	0	0	0	1	1	0	1	1	0	0	1	1	1	1	2	0	1	1	0	[illegible]	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
STANDARD READING INVENTORY Oral Performance Word Recognition Errors (BERS)	2	0	2	0	0	0	0	1	1	0	1	1	0	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
STANDARD READING INVENTORY SRI Check List of Reading Habits Oral Reading (BERS)	0	1	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
STANDARDIZED ORAL READING CHECK TESTS Set III Errors (BMC)	0	1	2	0	0	0	0	0	1	0	1	1	0	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Groups	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
STANDARDIZED ORAL READING CHECK TESTS Set III Rate (BMC)	0	1	2	0	0	0	0	0	1	0	1	1	0	0	1	1	1	1	2	0	1	1	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
STANDARDIZED ORAL READING CHECK TESTS Set IV Errors (BMC)	0	1	2	0	0	0	0	0	1	0	1	1	0	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
STANDARDIZED ORAL READING CHECK TESTS Set IV Rate (BMC)	0	1	2	0	0	0	0	0	1	0	1	1	0	0	1	1	1	1	2	0	1	1	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
STANDARDIZED ORAL READING PARAGRAPHS (BMC)	0	2	2	0	0	0	0	0	1	0	1	1	0	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
SUCHER-ALLRED READING PLACEMENT INVENTORY Oral Reading Word Recognition (EC)	1	0	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
SUCHER-ALLRED READING PLACEMENT INVENTORY Word Recognition (EC)	1	0	2	0	0	0	0	0	2	0	1	0	0	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
TEST OF INDIVIDUAL NEEDS IN READING Basic Reading Level (MRP)	1	2	2	0	0	0	0	0	1	0	1	1	1	1	0	0	1	1	2	2	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
TEST OF INDIVIDUAL NEEDS IN READING Oral Reading Summary (MRP)	1	2	2	0	0	0	0	0	1	0	1	1	1	1	0	0	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
XIB. Reading Interpretation																																					
A LOOK AT LITERATURE Part I (ETS)	2	1	1	0	0	1	0	1	2	2	1	1	1	1	0	1	1	1	2	2	1	1	2	1	1	0	0	0	1	1	0	2	0	0	3	2	P G F P
A LOOK AT LITERATURE Part II (ETS)	2	1	1	0	0	2	0	1	0	2	1	1	1	1	0	1	0	1	2	2	1	1	2	1	1	0	0	0	1	1	0	2	0	0	3	2	P F F P
A LOOK AT LITERATURE Total (ETS)	2	1	1	0	0	2	0	1	1	2	1	1	1	1	0	1	0	1	2	2	1	0	2	1	1	0	0	0	1	1	0	2	0	0	3	1	P G F P
DELAWARE COUNTY SILENT READING TEST OF LANGUAGE SKILLS #16 Interpretation of Ideas (NAS)	0	1	2	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P G P P
STANDARD READING INVENTORY Total Interpretation (BERS)	0	1	2	0	0	0	0	1	1	0	1	1	0	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
STANFORD DIAGNOSTIC READING TEST - LEVEL II Reading Comprehension Inferential (HBJ)	2	1	2	0	0	0	0	1	2	0	1	1	1	1	0	1	0	1	2	2	1	1	2	1	1	1	1	0	1	2	0	0	0	1	3	2	P F G P
XIC. Critical Reading																																					
XX. VALUING LITERATURE AND LANGUAGE																																					
KUDER E - GENERAL INTEREST SURVEY Literary (SRA)	1	0	0	0	0	0	0	1	2	0	1	1	0	1	1	1	1	1	2	2	1	0	2	1	1	1	0	0	1	1	2	2	0	1	0	0	P G F P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
33A. Response to Literature and Language																																					
DEVELOPMENTAL PROFILE Academic Age (PDP)	1	0	0	0	0	0	0	0	2	1	1	1	0	0	1	1	0	1	2	0	1	0	1	1	0	0	1	0	1	0	0	0	0	0	0	0	P F P P
DURRELL ANALYSIS OF READING DIFFICULTY Silent Reading Response to Imagery Questions (HBJ)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1	1	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
33B. Personal Use of Reading and Language Skills																																					
EDUCATIONAL DEVELOPMENT SERIES - ADVANCED LEVEL My Favorite School Subjects English (STS)	0	0	2	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	2	2	1	1	2	1	0	0	0	1	1	1	0	0	0	0	0	0	P F F P
EDUCATIONAL DEVELOPMENT SERIES - ELEMENTARY LEVEL My Favorite School Subjects English (STS)	0	0	2	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	2	2	1	1	2	1	0	0	0	0	1	1	2	0	0	0	0	0	P F F P
INTEREST INVENTORY FOR ELEMENTARY GRADES Reading (CPS)	1	0	2	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	2	1	1	1	0	0	0	0	0	1	0	0	0	0	1	0	0	P F P P
RELIGION AND ETHICS																																					
33 UNDERSTANDING RELIGION																																					
33A. Knowledge of Own Religion																																					
ACHIEVEMENT TEST IN JEWISH HISTORY (AAJE)	0	1	2	0	0	0	0	1	1	0	1	1	1	1	1	0	1	1	2	2	1	0	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
33B. Knowledge of Religions of the World																																					
ACHIEVEMENT TEST - JEWISH LIFE AND OBSERVANCES (AAJE)	0	1	2	0	0	0	0	1	1	0	1	1	1	1	1	1	1	1	2	2	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	P G P P
34. PERSONAL ETHICS AND RELIGIOUS BELIEF																																					
34A. Ethical Code and Practice																																					
AAMD ADAPTIVE BEHAVIOR SCALE Untrustworthy Behavior (AAMD)	2	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	2	0	1	1	1	1	0	1	1	0	1	1	0	0	0	0	0	0	P G F P
BRISTOL SOCIAL-ADJUSTMENT GUIDES - 1 AND 2 The Child in School Non-Syndromic Over-Reaction (EITS)	2	1	2	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	2	0	1	1	1	0	1	1	1	0	0	0	0	0	0	0	0	0	P [illegible] - P
DETROIT TEST OF LEARNING APTITUDE Social Adjustment A (BMC)	0	1	2	0	0	0	0	0	1	0	1	1	0	0	1	1	1	1	2	0	0	1	0	1	1	1	1	0	0	0	0	0	0	0	0	2	P F P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent / Factorial	Experimental/ Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
JESNESS INVENTORY Value Orientation (CPP)	0	1	1	0	0	0	0	1	0	0	1	1	1	0	1	1	1	1	2	2	1	1	2	1	0	1	1	0	0	0	0	0	0	1	3	2	P F F P
PERSONALITY RATING SCALE Honesty (ETSA)	1	1	2	0	0	0	0	1	2	0	1	1	1	1	1	1	0	1	0	2	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Conscience Affect (DCH)	1	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Conscien[illegible] Motivat[illegible] (DCH)	1	0	1	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
TASKS OF EMOTIONAL DEVELOPMENT TEST Conscience Outcome (DCH)	1	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
34B. Religious Belief and Practice																																					
PERSONALITY RATING SCALE Religiousness (ETSA)	1	1	2	0	0	0	0	1	2	0	1	1	1	1	1	1	0	1	0	2	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
SCIENCE																																					
35. INVESTIGATING THE ENVIRONMENT																																					
35A. Scientific Observation and Description																																					
COMPREHENSIVE TESTS OF BASIC SKILLS, EXPANDED EDITION - LEVEL 2 Science (CTB)	3	1	1	0	0	2	0	1	2	1	1	1	1	1	1	1	1	1	2	2	1	0	2	1	1	1	0	1	1	0	0	2	2	1	3	2	P G F F
COMPREHENSIVE TESTS OF BASIC SKILLS, EXPANDED EDITION - LEVEL 3 Science (CTB)	3	1	1	0	0	2	0	1	2	1	1	1	1	1	1	1	1	1	2	2	1	0	2	1	1	1	0	1	1	0	0	2	2	1	3	2	P G F F
PIAGET'S TASKS (BEM)	0	0	2	0	0	0	0	0	0	0	1	1	1	0	1	1	1	1	2	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
35B. Generalization and Hypothesis Formation in Science																																					
35C. Experimentation																																					
36. UNDERSTANDING SCIENCE																																					
AMERICAN SCHOOL ACHIEVEMENT TESTS - INTERMEDIATE BATTERY Science (BMC)	2	1	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	1	1	1	1	0	0	0	1	0	2	P G G P
BORMAN-SANDERS ELEMENTARY SCIENCE TEST Test I (BEM)	1	2	2	0	0	0	0	1	1	0	0	1	1	0	1	1	1	0	2	2	1	0	2	0	1	0	0	0	1	1	0	0	2	0	3	1	P F F P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-F-P
BORMAN-SANDERS ELEMENTARY SCIENCE TEST Test II (BEM)	1	2	2	0	0	0	0	1	1	0	0	1	1	0	1	1	1	0	2	2	1	0	2	0	1	0	0	0	1	1	0	0	2	0	3	1	P F F P
STANFORD ACHIEVEMENT TEST - INTERMEDIATE LEVEL I Science (HBJ)	3	2	2	0	0	0	0	1	2	2	1	1	1	1	1	1	1	0	2	2	1	1	2	1	1	1	0	1	1	2	0	3	0	1	3	2	P G G F
STANFORD ACHIEVEMENT TEST - INTERMEDIATE LEVEL II Science (HBJ)	3	1	2	0	0	0	0	1	2	2	1	1	1	1	1	1	1	0	2	2	1	1	2	1	1	1	0	1	1	2	0	3	0	1	3	2	P G G F
36A. Knowledge of Different Life Forms																																					
BUTLER LIFE SCIENCE CONCEPT TEST (PA)	1	2	2	0	0	0	0	0	1	0	1	1	0	1	0	0	0	1	1	2	1	1	2	0	1	1	0	0	1	0	0	0	0	0	1	2	P P F P
NATIONAL ACHIEVEMENT TESTS FOR GRADES 4-6 Elementary Science Test (PA)	0	2	1	0	0	0	0	1	1	0	1	1	1	1	0	1	1	0	2	2	1	1	1	0	1	1	0	0	1	0	0	0	0	0	0	0	P F F P
SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS - SERIES II, 4A AND 4B Science (ETS)	3	1	1	0	0	2	0	1	2	2	1	1	1	1	1	1	1	1	2	2	1	0	2	1	1	1	0	1	1	0	0	2	0	1	3	2	P G F F
36B. Knowledge of Ecology																																					
36C. Knowledge of Physical Science																																					
EDUCATIONAL DEVELOPMENT SERIES - ADVANCED LEVEL Science (STS)	1	1	1	0	0	0	0	1	1	0	1	1	1	1	1	1	1	0	2	2	1	1	2	1	1	1	0	1	1	1	0	2	0	1	3	2	P F G F
EDUCATIONAL DEVELOPMENT SERIES - ELEMENTARY LEVEL Science (STS)	1	1	1	0	0	2	0	1	1	0	1	1	1	0	1	1	1	0	2	2	1	1	2	1	1	1	0	0	1	1	2	2	0	1	3	1	P F F F
GRAY-VOTAW-ROGERS GENERAL ACHIEVEMENT TEST - INTERMEDIATE Elementary Science (SV)	1	1	1	0	0	0	0	1	1	0	1	1	1	1	1	1	1	0	2	2	1	1	2	1	1	0	1	0	1	0	0	2	0	0	3	1	P F F P
METROPOLITAN ACHIEVEMENT TESTS - INTERMEDIATE Science (HBJ)	3	2	1	0	0	2	0	1	2	0	1	1	1	1	1	1	1	0	2	2	1	1	2	1	1	0	0	1	1	2	0	3	0	1	3	2	F G G F
SRA ASSESSMENT SURVEY, ACHIEVEMENT SERIES - BLUE LEVEL Science (SRA)	2	2	2	0	0	2	0	1	2	1	1	1	1	1	0	1	1	0	2	2	1	1	2	1	1	1	1	1	1	1	0	2	0	1	2	2	F G G P
SRA ASSESSMENT SURVEY, ACHIEVEMENT SERIES - GREEN LEVEL Science (SRA)	2	2	1	0	0	2	0	1	2	1	1	1	1	1	1	1	1	0	2	2	1	1	2	1	1	1	1	1	1	1	0	3	0	1	3	2	P G G F
36D. Knowledge of the Foundations of Science																																					
37. VALUING AND APPLYING SCIENCE																																					

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test-Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-F-P
27A. Science Interest and Appreciation																																					
EDUCATIONAL DEVELOPMENT SERIES - ADVANCED LEVEL My Favorite School Subjects Science (STS)	0	0	2	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	2	2	1	1	2	1	0	0	0	1	1	1	0	0	0	0	0	0	P F F P
EDUCATIONAL DEVELOPMENT SERIES - ELEMENTARY LEVEL My Favorite School Subjects Science (STS)	0	0	2	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	2	2	1	1	2	1	0	0	0	0	1	1	2	0	0	0	0	0	P F F P
KUDER E - GENERAL INTEREST SURVEY Scientific (SRA)	1	0	0	0	0	0	0	1	2	0	1	1	0	1	1	1	1	1	2	2	1	0	2	1	1	1	0	0	1	1	3	2	0	1	0	0	P G F P
MINNESOTA SCHOOL AFFECT ASSESSMENT - FORM CU Science (MSTP)	0	0	2	0	0	0	0	0	2	0	1	1	0	1	0	1	0	1	1	2	0	0	2	0	0	0	0	0	1	1	0	0	0	0	0	0	P F F P
WHAT I LIKE TO DO Science (SRA)	1	0	2	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	0	2	1	1	0	0	1	1	2	0	3	0	1	1	1	P G F P
27B. Application of Scientific Methods in Everyday Life																																					
SOCIAL STUDIES																																					
28. UNDERSTANDING HISTORY AND CIVICS																																					
28A. Knowledge of History																																					
ACHIEVEMENT TEST -- THE STATE OF ISRAEL (AAJE)	0	1	2	0	0	0	0	1	1	0	1	1	1	1	1	1	1	1	2	2	1	0	2	0	0	0	0	0	1	0	0	0	0	0	0	0	P G P P
AMERICAN SCHOOL ACHIEVEMENT TESTS - INTERMEDIATE BATTERY Social Studies (BMC)	2	0	1	0	0	0	0	1	1	0	1	1	1	1	1	1	1	0	2	2	1	1	2	1	1	1	1	1	1	1	0	0	0	1	0	2	P F G P
EDUCATIONAL DEVELOPMENT SERIES - ADVANCED LEVEL The U.S.A. in the World (STS)	1	1	2	0	0	0	0	1	1	0	1	1	1	1	1	1	1	0	2	2	1	1	2	1	1	1	0	1	1	1	0	2	0	1	3	2	P F G F
EDUCATIONAL DEVELOPMENT SERIES - ELEMENTARY LEVEL The U.S.A. in the World (STS)	1	1	1	0	0	2	0	1	0	0	1	1	1	1	1	1	1	0	2	2	1	1	2	1	1	1	0	0	1	1	2	2	0	1	3	1	P F F F
HOLLINGSWORTH-SANDERS INTERMEDIATE HISTORY TEST Test I (BEM)	1	1	2	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	2	2	1	1	2	1	1	0	0	0	1	1	0	3	0	1	3	1	P G F F
HOLLINGSWORTH-SANDERS INTERMEDIATE HISTORY TEST Test II (BEM)	1	1	2	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	2	2	1	1	2	1	1	0	0	0	1	1	0	3	0	1	3	1	P G F F
NATIONAL ACHIEVEMENT TESTS - MUNICIPAL TESTS FOR GRADES 3-6 History and Civics Test (PA)	0	2	2	0	0	0	0	1	0	0	1	1	1	1	1	1	1	0	2	2	1	1	1	0	1	1	0	0	1	0	0	0	0	0	0	0	P F F P
NATIONAL ACHIEVEMENT TESTS - MUNICIPAL TESTS FOR GRADES 6-8 History and Civics Test (PA)	0	1	1	0	0	0	0	1	0	0	1	1	0	0	1	0	1	0	1	2	1	1	1	0	1	0	0	0	1	0	0	0	0	0	0	0	F P P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent/Factorial	Experimental/Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
[illegible]. Knowledge of Government and Civics																																					
NATIONAL ACHIEVEMENT TESTS FOR GRADES 4-6 Social Studies Test (PA)	0	0	0	0	0	0	0	1	0	0	0	1	1	0	0	0	1	1	2	2	1	1	1	0	0	1	0	0	1	0	0	0	0	0	0	0	P P P P
[illegible]. Knowledge of Current Events																																					
[illegible]																																					
COMPREHENSIVE TESTS OF BASIC SKILLS, EXPANDED EDITION - LEVEL 2 Social Studies (CTB)	3	0	1	[illegible]	0	2	0	1	2	1	1	1	1	1	1	1	1	1	2	2	1	0	2	1	1	1	0	1	1	0	0	2	2	1	3	2	P G F F
HOLLINGSWORTH-SANDERS GEOGRAPHY TEST (BEM)	1	0	2	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	2	2	1	1	2	1	1	0	0	0	1	1	0	3	0	1	3	1	P G F F
STANFORD ACHIEVEMENT TEST - INTERMEDIATE LEVEL I Social Science (HBJ)	3	1	2	0	0	0	0	1	1	2	1	1	1	1	1	1	1	0	2	2	1	1	2	1	1	1	0	1	1	2	0	3	0	1	3	2	P G G F
STANFORD ACHIEVEMENT TEST - INTERMEDIATE LEVEL II Social Science (HBJ)	3	1	1	0	0	0	0	1	2	2	1	1	1	1	1	1	1	0	2	2	1	1	2	1	1	1	0	1	1	2	0	2	0	1	3	2	P G G F
[illegible]. Knowledge of Physical Geography																																					
CANADIAN TESTS OF BASIC SKILLS, LEVELS EDITION - LEVEL 11 Work-Study Skills Map Reading (TNS)	3	0	2	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	1	2	1	1	1	1	0	1	1	1	2	0	1	3	2	P G G F
CANADIAN TESTS OF BASIC SKILLS, LEVELS EDITION - LEVEL 12 Work-Study Skills Map Reading (TNS)	3	0	2	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	2	1	1	2	1	1	1	1	0	1	1	1	2	0	1	3	2	P G G F
COMPREHENSIVE TESTS OF BASIC SKILLS - LEVEL 2 Study Skills Using Graphic Materials (CTB)	3	0	1	0	0	2	0	1	2	1	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	0	1	1	2	2	2	2	1	1	2	P G G F
GRAY-VOTAW-ROGERS GENERAL ACHIEVEMENT TEST - INTERMEDIATE Social Studies (SV)	0	1	1	0	0	0	0	1	1	0	1	1	1	1	1	1	1	0	2	2	1	1	2	1	1	0	1	0	1	0	0	2	0	0	3	1	P F F P
IOWA TESTS OF BASIC SKILLS, FORMS 1-4, GRADE 5 Work-Study Skills Map Reading (HMC)	3	0	2	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	2	2	1	1	2	1	1	1	0	1	1	2	1	2	2	1	3	2	P F G F
IOWA TESTS OF BASIC SKILLS, FORMS 1-4, GRADE 6 Work-Study Skills Map Reading (HMC)	3	0	2	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	2	2	1	1	2	1	1	1	0	1	1	2	1	2	2	1	3	2	P F G F
IOWA TESTS OF BASIC SKILLS, FORMS 5 AND 6, LEVEL 11 Work-Study Skills Map Reading (HMC)	3	1	2	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	2	2	1	1	2	1	1	1	0	1	1	2	2	2	0	1	3	2	P F G F
IOWA TESTS OF BASIC SKILLS, FORMS 5 AND 6, LEVEL 12 Work-Study Skills Map Reading (HMC)	3	1	2	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	2	2	1	1	2	1	1	1	0	1	1	2	2	2	0	1	3	2	P F G F
[illegible]. Knowledge of Anthropology and Cultural Geography																																					

ELEMENTARY GOAL / TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent: Factorial	Experimental: Evaluations				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustrations & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
39C. Knowledge of Economic Processes and Geography																																					
COMPREHENSIVE TESTS OF BASIC SKILLS, EXPANDED EDITION - LEVEL 3 Social Studies (CTB)	3	1	1	0	0	2	0	1	2	1	1	1	1	1	1	1	1	1	2	2	1	0	2	1	1	1	0	1	1	0	0	2	2	1	3	2	F G F F
METROPOLITAN ACHIEVEMENT TESTS - INTERMEDIATE Social Studies (HBJ)	3	2	1	0	0	[illegible]	0	1	2	0	1	1	1	1	1	1	1	0	2	2	1	0	2	1	1	0	0	1	1	2	0	3	0	1	3	2	F G F F
NATIONAL ACHIEVEMENT TESTS - GEOGRAPHY TEST FOR GRADES 6-8 (PA)	0	2	1	0	0	0	0	1	1	0	0	1	1	1	0	0	1	1	2	2	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F F P
NATIONAL ACHIEVEMENT TESTS - MUNICIPAL TESTS FOR GRADES 3-6 Geography (PA)	0	1	1	0	0	0	0	1	1	0	1	1	1	1	0	1	1	0	1	2	1	1	1	0	1	1	0	0	1	0	0	0	0	0	0	0	P F F P
NATIONAL ACHIEVEMENT TESTS - MUNICIPAL TESTS FOR GRADES 6-8 Geography (PA)	0	1	1	0	0	0	0	1	1	0	1	1	0	0	1	0	1	1	2	2	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS - SERIES II, 4A AND 4B Social Studies (ETS)	3	0	1	0	0	2	3	1	2	1	1	1	1	1	1	1	1	1	2	2	1	0	2	1	1	1	0	1	1	0	0	3	0	1	3	2	F G F F
SRA ASSESSMENT SURVEY, ACHIEVEMENT SERIES - BLUE LEVEL Social Studies (SRA)	3	1	1	0	0	2	0	1	2	1	1	1	1	1	1	1	1	0	2	2	1	1	2	1	1	1	1	1	1	1	0	3	0	1	3	2	P G G F
SRA ASSESSMENT SURVEY, ACHIEVEMENT SERIES - GREEN LEVEL Social Studies (SRA)	2	1	1	0	0	2	0	1	2	1	1	1	1	1	1	1	1	0	2	2	1	1	2	1	1	1	1	1	1	1	0	3	0	1	3	2	P G G F
40. UNDERSTANDING SOCIAL RELATIONSHIPS																																					
40A. Knowledge of Family Life																																					
40B. Knowledge of Social Control and Conflict																																					
40C. Knowledge of Social Groups																																					
CULTURAL ATTITUDE INVENTORIES Anglo-American Attitude Scale Familiarity (LCI)	2	0	2	0	0	0	0	1	1	0	0	0	0	1	1	1	1	1	1	1	1	1	2	1	0	0	0	0	1	0	0	0	0	1	0	0	P F P P
CULTURAL ATTITUDE INVENTORIES Mexican-American Attitude Scale Familiarity (LCI)	2	0	2	0	0	0	0	1	1	0	0	0	0	1	1	1	1	1	1	1	1	1	2	1	0	0	0	0	1	0	0	0	0	1	0	0	P F P P
41. VALUING AND APPLYING SOCIAL STUDIES																																					
41A. Social Studies Interest and Appreciation																																					
EDUCATIONAL DEVELOPMENT SERIES - ADVANCED LEVEL My Favorite School Subjects Social Studies (STS)	0	0	2	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	2	2	1	1	2	1	0	0	0	1	1	1	0	0	0	0	0	0	P F F P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent / Factorial	Experimental / Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-P
EDUCATIONAL DEVELOPMENT SERIES - ELEMENTARY LEVEL My Favorite School Subjects Social Studies (STS)	0	0	2	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	2	2	1	1	2	1	0	0	0	0	1	1	2	0	0	0	0	0	P F F P
WHAT I LIKE TO DO Social Studies (SRA)	1	1	1	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	2	1	0	2	1	1	0	0	1	1	2	0	3	0	1	1	1	P G F P
41B. Citizenship																																					
TPSC SCALE Community (SPS)	1	0	2	0	0	0	0	0	1	0	1	1	1	0	1	0	1	1	2	2	1	1	1	0	1	1	0	0	1	1	0	0	0	1	0	0	P F F P
TPSC SCALE Police (SPS)	1	0	2	0	0	0	0	0	1	0	1	1	1	0	1	0	1	1	2	2	1	1	1	0	1	1	0	0	1	1	0	0	0	1	0	0	P F F P
41C. Ethnic and Cultural Appreciation																																					
CULTURAL ATTITUDE INVENTORIES Anglo-American Attitude Scale Feelings (LCI)	2	0	2	0	0	0	0	1	1	0	0	0	0	1	1	1	1	1	1	1	1	1	2	1	0	0	0	0	1	0	0	0	0	1	0	0	P F P P
CULTURAL ATTITUDE INVENTORIES Mexican-American Attitude Scale Feelings (LCI)	2	0	2	0	0	0	0	1	1	0	0	0	0	1	1	1	1	1	1	1	1	1	2	1	0	0	0	0	1	0	0	0	0	1	0	0	P F P P
CULTURAL ATTITUDE SCALES Anglo-American Scale (LCI)	0	0	2	0	0	0	0	1	1	0	1	1	1	0	1	0	1	1	2	1	1	1	2	0	0	0	0	0	1	0	0	0	0	1	0	0	P F P P
CULTURAL ATTITUDE SCALES Black-American Scale (LCI)	0	0	2	0	0	0	0	1	1	0	1	1	1	0	1	0	1	1	2	1	1	1	2	0	0	0	0	0	1	0	0	0	0	1	0	0	P F P P
CULTURAL ATTITUDE SCALES Mexican-American Scale (LCI)	0	0	2	0	0	0	0	1	1	0	1	1	1	0	1	0	1	1	2	1	1	1	2	0	0	0	0	0	1	0	0	0	0	1	0	0	P F P P
CULTURAL ATTITUDE SCALES Puerto Rican Scale (LCI)	0	0	2	0	0	0	0	1	1	0	1	1	1	0	1	0	1	1	2	1	1	1	2	0	0	0	0	0	1	0	0	0	0	1	0	0	P F P P
KATZ-ZALK OPINION QUESTIONNAIRE Other-Race Negative Attitude Immoral Behavior (PAK)	0	0	2	0	0	0	0	0	0	0	1	1	0	0	1	0	1	1	2	1	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
KATZ-ZALK OPINION QUESTIONNAIRE Other-Race Negative Attitude Initiation of Aggression (PAK)	0	0	2	0	0	0	0	0	0	0	1	1	0	0	1	0	1	1	2	1	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
KATZ-ZALK OPINION QUESTIONNAIRE Other-Race Negative Attitude Negative Evaluation by Adults (PAK)	0	0	2	0	0	0	0	0	0	0	1	1	0	0	1	0	1	1	2	1	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
KATZ-ZALK OPINION QUESTIONNAIRE Other-Race Negative Attitude Non-Acceptance by Peers (PAK)	0	0	2	0	0	0	0	0	0	0	1	1	0	0	1	0	1	1	2	1	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
KATZ-ZALK OPINION QUESTIONNAIRE Same-Race Positive Attitude Academic Achievement (PAK)	0	0	2	0	0	0	0	0	0	0	1	1	0	0	1	0	1	1	2	1	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
KATZ-ZALK OPINION QUESTIONNAIRE Same-Race Positive Attitude Achievement in Non-Athletic Games (PAK)	0	0	2	0	0	0	0	0	0	0	1	1	0	0	1	0	1	1	2	1	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P

ELEMENTARY GOAL TEST NAME	MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY											NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT		CONCURRENT	PREDICTIVE	EXAMINEE JUSTIFICATION	COMPREHENSION			INSTRUCTIONS			FORMAT			POWER/SPEED TEST	RECORDING ANSWERS	ADMINISTRATION			EASE OF SCORING	QUALITY OF MANUAL	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE OF COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Divergent / Factorial	Experimental / Evaluational				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration & Print	Item Coherence			Testing Group Size	Administrator	Time			Score Interpretation	Score Conversion	Norm Range	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-2	0-2	0-2	0-2	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	GFP
KATZ-ZALK OPINION QUESTIONNAIRE Same-Race Positive Attitude Athletic Achievement (PAK)	0	0	2	0	0	0	0	0	0	0	1	1	0	0	1	0	1	1	2	1	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
KATZ-ZALK OPINION QUESTIONNAIRE Same-Race Positive Attitude Leadership (PAK)	0	0	2	0	0	0	0	0	0	0	1	1	0	0	1	0	1	1	2	1	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
KATZ-ZALK OPINION QUESTIONNAIRE Total P (PAK)	0	0	2	0	0	0	0	0	0	0	1	1	0	0	1	0	1	1	2	1	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	P P P P

APPENDIX A: PARTIAL LIST OF REFERENCES SUPPORTING THE ELEMENTARY GOAL TAXONOMY

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APPENDIX B
PUBLISHERS AND DISTRIBUTORS OF EVALUATED TESTS

AAHPER	American Alliance for Health, Physical Education and Recreation 1201 16th Street, N.W. Washington, D.C. 20036
AAJE	American Association for Jewish Education Order Department 114 Fifth Avenue New York, New York 10011
AAMD	American Association on Mental Deficiency 5201 Connecticut Avenue, N.W. Washington, D.C. 20015
AC	Allington Corporation 801 North Pitt Street Alexandria, Virginia 22314
ACER	Australian Council for Educational Research P.O. Box 210, Hawthorn Victoria, AUSTRALIA 3122
ACSD	Alameda County School Department 224 West Winton Avenue Hayward, California 94544
AEA	Alpha Educational Associates 122 Deerhurst Park Blvd. Buffalo, New York, 14217
AES	Antof Educational Supplies P.O. Box 5161 Akron, Ohio 44313
AGS	American Guidance Service, Inc. Publisher's Building Circle Pines, Minnesota 55014
AMP	Achievement Motivation Program W. Clement and Jessie V. Stone Foundation 111 East Wacker Drive, Suite 510 Chicago, Illinois 60601
AOA	American Orthopsychiatric Association 49 Sheridan Avenue Albany, New York 12210

AP	Arden Press 8331 Alvarado Drive Huntington Beach, California 92646
APR	Association Press 291 Broadway New York, New York 10007
ASS	Anna S. Starr, Ph.D. 126 Montgomery St. Highland Park, New Jersey 08904
ATC	American Testing Company 6301 S.W. 5th Street Fort Lauderdale, Florida 33314
ATP	Academic Therapy Publications 1539 Fourth Street San Rafael, California 94901
B	Behaviormetrics Box 1168 Venice, California 90291
BEM	Bureau of Educational Measurements Kansas State Teachers College 1200 Commercial Street Emporia, Kansas 66801
BEP	Brook Educational Publishing Company Box 1171 Guelph, Ontario N1H 6N3 CANADA
BERS	Bureau of Educational Research and Service C-20 East Hall University of Iowa Iowa City, Iowa 52242
BMC	The Bobbs-Merrill Company Inc. 4300 West 62nd Street Indianapolis, Indiana 46206
BSC	The Book Society of Canada Box 200 Agincourt, Ontario M1S 3B6 CANADA
BSP	Bernie Straub Publishing Company, Inc. 4535 Union Bay Place, N.E. Seattle, Washington 98105

CAHPER	Canadian Association for Health, Physical Education and Recreation 333 River Road Vanier City Ontario, CANADA K1L 8B9
CARA	Creative Arts Research Associates, Inc. P.O. Box 117 Monmouth, Oregon 97361
CBF	Cecile Bolton Finley 1535 Dairy Road Charlottesville, Virginia 22903
CCARI	Crippled Children and Adults of Rhode Island, Inc. Meeting Street School 333 Grotto Avenue Providence, Rhode Island 02906
CCT	Charles C. Thomas, Publisher 301-327 East Lawrence Avenue Springfield, Illinois 62717
CDRT	Committee on Diagnostic Reading Tests, Inc. Mountain Home North Carolina 28758
CF	Carl Fischer, Inc. Publisher of Music 62 Cooper Square New York, New York 10003
CHN	C. H. Nevins Printing Company 311 Bryn Mawr Island Bayshore Gardens Bradenton, Florida 33505
CHS	C. H. Stoelting 1350 South Kostner Avenue Chicago, Illinois 60623
CP	Campus Publishers Box 1005 Mankato, Minnesota 56001
CPI	Cal Press, Inc. 76 Madison Avenue New York, New York 10016
CPP	Consulting Psychologists Press, Inc. 577 College Avenue Palo Alto, California 94306

CPPC	Clinical Psychology Publishing Company, Inc. 4 Conant Square Brandon, Vermont 05733
CPRC	Child Psychiatry Research Center 608 S. Jackson Box 1055 Louisville, Kentucky 40201
CPS	The Center for Psychological Service Suite 419 Columbia Medical Building 1835 Eye Street N.W. Washington, D.C. 20006
CRA	Communication Research Associates, Inc. P.O. Box 11012 Salt Lake City, Utah 84111
CRSP	Center for Research, Service and Publication College of Education University of Wyoming Laramie, Wyoming 82070
CRT	Counselor Recordings and Tests Box 6184, Acklen Station Nashville, Tennessee 37212
CS	C. Safran Calgary School Board 515 MacLeod Trail, S.E. Calgary 21, Alberta CANADA
CSB	Cal-State Bookstore 25776 Hillary Street Hayward, California 94542
CTB	CTB/McGraw Hill Del Monte Research Park Monterey, California 93940
DCBBE	Dissemination Center for Bilingual Bicultural Education 6504 Tracor Lane Austin, Texas 78721
DCH	D. C. Heath and Company 125 Spring Street Lexington, Massachusetts 02173

DEPS	College of Education Department of Educational Policy Studies 363 Education Building University of Illinois at Urbana-Champaign Urbana, Illinois 61801
DFP	The Devereux Foundation Press 208 Old Lancaster Road Devon, Pennsylvania 19333
DPS	Denver Public Schools 414 14th Street Denver, Colorado 80202
EC	Economy Company P.O. Box 25308 1[illegible]01 North Walnut Oklahoma City, Oklahoma 73125
EITS	Educational and Industrial Testing Service P.O. Box 7234 San Diego, California 92107
EKV	Ernst Klett Verlag Postfach 809 Rotebuhlstrasse 77 7000 Stuttgart 1 WEST GERMANY
EPI	Educational Programmers, Inc. P.O. Box 332 Roseburg, Oregon 97470
EPS	Educators Publishing Service, Inc. 75 Moulton Street Cambridge, Massachusetts
ERB	Educational Records Bureau Box 619 Princeton, New Jersey 08540
ESD	Educational Skills Development 431 South Broadway, Suite 321 Lexington, Kentucky 40508
ETS	Educational Testing Service 1947 Center Street Berkeley, California 94704
ETSA	Educators' Tests and Services Association 120 Detzel Place Cincinnati, Ohio 45219

FGC
Fred Gretsch Mfg. Co.
60 Broadway
Brooklyn, New York 11211

FP
Fearon Publishers
6 Davis Drive
Belmont, California 94002

FPC
Follett Publishing Company
1010 West Washington Boulevard
Chicago, Illinois 60607

GAD
Guidance Associates of Delaware
1526 Gilpin Ave.
Wilmington, Delaware 19806

GCT
Guidance Center
Faculty of Education
University of Toronto
1000 Yonge Street
Toronto, Ontario
CANADA M4W 2K8

GES
Gary E. Stollak
Department of Psychology
104 Olds Hall
Michigan State University
East Lansing, Michigan 48823

GH
George G. Harrap and Company, Ltd.
P.O. Box 70
182/4 High Holborn
London WCIV 7AX
ENGLAND

GS
Grune and Stratton, Inc.
111 Fifth Avenue
New York, New York 10003

GTA
Guidance Testing Associates
6516 Shirley Avenue
Austin, Texas 78752

HAS
H. and A. Selmer, Inc.
Box 310
Elkhart, Indiana 46514

HBJ
Test Department
Harcourt Brace Jovanovich, Inc.
Polk and Geary
San Francisco, California 94109

HDTI	Human Development Training Institute 4455 Twain Avenue, Suite H San Diego, California 92120
HEB	Heinemann Educational Books, Ltd. 48 Charles Street London ENGLAND WIX 8AH
HMC	Houghton Mifflin Company 777 California Avenue Palo Alto, California 94304
HT	Halgren Tests 873 Persimmon Avenue Sunnyvale, California 94087
HTC	Houston Test Company P.O. Box 35152 Houston, Texas 77035
IDS	Institute for Developmental Studies IPS East Building, 3rd Floor School of Education New York University Washington Square New York, New York 10003
IFI	Instructional Fair, Inc. 4158 Lake Michigan Drive Grand Rapids, Michigan 49504
IJG	Ira J. Gordon Director, Institute for Developmental Resources College of Education University of Florida Gainesville, Florida 32601
IPAT	Institute for Personality and Ability Testing 1602 Coronado Drive Champaign, Illinois 61820
IPR	Institute of Psychological Research 34 Fleury Street West Montreal 357, P. Quebec CANADA
ITI	International Tests, Inc. Box 634 Stevens Point, Wisconsin 54481

JAB	Jeannette A. Brown Associate Professor Counselor, Education Department University of Virginia Charlottesville, Virginia 22903
JEM	Joseph E. Moore and Associates 4406 Jett Road, N.W. Atlanta, Georgia 30327
JPS	Joseph P. Stoltman Department of Geography Western Michigan University Kalamazoo, Michigan 49001
JWL	John W. Lewis Winona State College Winona, Minnesota 55987
LCI	Learning Concepts 2501 N. Lamar Austin, Texas 78705
LIC	Lafayette Instrument Co. Box 1279 North 9th Street and 52 By-Pass Lafayette, Indiana 47902
LMS	Louise M. Soares Psychology Department University of Bridgeport Bridgeport, Connecticut 06602
LRA	Language Research Associates 175 East Delaware Place Chicago, Illinois 60611
LRDC	Learning Research and Development Center 3939 O'Hara Street University of Pittsburgh Pittsburgh, Pennsylvania 15260
M	Monitor P.O. Box 2337 Hollywood, California 90028
MB	Martin M. Bruce, Ph.D., Publishers 340 Oxford Road New Rochelle, New York 10804

MBC
Marjorie B. Creelman, Ph.D
Department of Psychology
Room 222, Stilwell Hall
The Cleveland State University
East 24th Street at Euclid
Cleveland, Ohio 44115

MC
The Macmillan Company
Front and Brown Sts.
Riverside, New Jersey 08075

MPC
McGrath Publishing Company
P.O. Box 535
Whitmore Lake, Michigan 48189

MR
Michael Rutter
Institute of Psychiatry
The Bethlem Royal Hospital and
Maudsley Hospital
De Crespigny Park, Denmark Hill
London SE 5 8AF
ENGLAND

MRP
Montana Reading Publications
Level 4–Stapleton Building
Billings, Montana 59101

MSH
Marshall S. Hiskey
5640 Baldwin
Lincoln, Nebraska 68507

MSI
The Mills School, Inc.
1512 E. Broward Blvd.
Fort Lauderdale, Florida 33301

MSTP
Minnesota School Test Publishers
Independent School District 196
14445 Denmark Avenue West
Rosemount, Minnesota 55068

MUAA
Miami University Alumni Association
Murstein Alumni Center
Oxford, Ohio 45056

NAS
Nicholas A. Spennato
Language Arts Specialist
State Building
6th and Olive Streets
Media, Pennsylvania 19063

NFER
N.F.E.R. Publishing Company
Test Division
2 Jennings Building
Thames Avenue
Windsor
Berks SL4 1QS
ENGLAND

NFER2
Ginn & Company Ltd. (Test Services)
Elsinore House
Buckingham Street
Aylesbury, Bucks. HP20 2NG
ENGLAND

NZCER
Test Sales Division
New Zealand Council for Educational Research
Box 3237
Education House
Wellington, 1.
NEW ZEALAND

PA
Psychometric Affiliates
Box 3167
Munster, Indiana 46321

PAK
Phyllis A. Katz
Department of Educational Psychology
City University Graduate Center
33 West 42nd Street
New York, New York 10036

PARP
Parental Authority Research Project
Institute of Human Development
University of California
Edward Chace Tolman Hall
Berkeley, California 94720

PC
The Psychological Corporation
757 Third Avenue
New York, New York 10017

PCL
Pimm Consultants Limited
85 Sparks Street, Suite 211
Ottawa 4, Ontario
CANADA

PCRC
Herbert A. Sprigle, Ph.D.
Psychological Clinic and Research Center
Jacksonville, Florida

PDP	Psychological Development Publications 7150 Lakeside Drive Indianapolis, Indiana 46278
PDR	Peter Dunn-Rankin University of Hawaii Department of Educational Psychology 1776 University Avenue Honolulu, Hawaii 96822
PEI	Psychologists and Educators, Inc. Sales Division Suite 212 211 West State Jacksonville, Illinois 62650
PEP	Psychologists and Educators Press 419 Pendik Jacksonville, Illinois 62650
PI	Priority Innovations, Inc. P.O. Box 792 Skokie, Illinois 60076
PLS	Perceptual Learning Systems P.O. Box 864 Dearborn, Michigan 48121
POE	Peter O. Evanechko Faculty of Education University of Victoria P.O. Box 1700 Victoria, B.C. CANADA
POM	Person-O-Metrics Evaluation and Development Services 20504 Williamsburg Road Dearborn Heights, Michigan 48127
PP	Personnel Press Xerox Education Center P.O. Box 2649 Columbus, Ohio 43216
PTS	Psychological Test Specialists Box 1441 Missoula, Montana 59801
RC	Research Concepts 1368 East Airport Road Muskegon, Michigan 49444

RCR	Richard C. Rystrom Reading Department College of Education University of Georgia Athens, Georgia 30601
RDCES	Research and Development Center in Educational Stimulation University of Georgia Athens, Georgia 30602
RPP	Research Psychologists Press, Inc. 36 St. John Street Goshen, New York 10924
RVS	Rudolph V. Skoczylas 8495 Gary Street Gilroy, California 95020
SA	Shipley Associates, Inc. 944 Bryant Avenue Chico, California 95926
SCI	Steve C. Imber Special Education Rhode Island College Providence, Rhode Island 20908
SCP	Stratton-Christian Press Box 1055 University Place Station Des Moines, Iowa 50311
SEI	Select-Ed, Inc. 8363 Quivira Road Lenexa, Kansas 66214
SEP	Slosson Educational Publications, Inc. 140 Pine Street East Aurora, New York 14052
SFC	Scott Foresman and Company 855 California Avenue Palo Alto, California 94304
SH	Stanwix House, Inc. 3020 Chartiers Avenue Pittsburgh, Pennsylvania 15204
SM	Speech Materials Box 1713 Ann Arbor, Michigan 48106

SPC	Springer Publishing Company, Inc. 200 Park Avenue South New York, New York 10003
SPS	Sheridan Psychological Services, Inc. P.O. Box 6101 Orange, California 92667
SRA	Science Research Associates 259 East Erie Street Chicago, Illinois 60611
STS	Scholastic Testing Service, Inc. 480 Meyer Road Bensenville, Illinois 60106
SV	Steck-Vaughn Company Vaughn Building P.O. Box 2028 Austin, Texas 78767
TCP	Teachers College Press 1234 Amsterdam Avenue New York, New York 10027
TPC	Teachers Publishing Corporation Division of the Macmillan Company Riverside, New Jersey 08075
TNS	Test and Guidance Department Thomas Nelson & Sons (Canada) Ltd. 81 Curlew Drive Don Mills, Ontario M3A, 2R1 CANADA

C
Teaching Resources Corporation
100 Boylston Street
Boston, Massachusetts 02116

G
Urban Research Group
306 West 16th Street
Austin, Texas 78701

PERL
Van Wagenen Psycho-Educational
Research Laboratories
1729 Irving Avenue South
Minneapolis, Minnesota 55403

B
William C. Brown, Publishers
2460 Kerper Blvd.
Dubuque, Iowa 52001

D
W. H. Dennis
Trumbull County Reading Clinic
255 Bonnie Brae, N.E.
Warren, Ohio 44483

L
Winter Haven Lions Research Foundation, Inc.
P.O. Box 111
Winter Haven, Florida 33880

S
Western Psychological Services
12031 Wilshire Blvd.
Los Angeles, California 90025

Zaner-Bloser Company
612 North Park Street
Columbus, Ohio 43215

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